

# Education Statistics Digest 2017



Ministry of Education  
SINGAPORE

*Moulding The Future of Our Nation*



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## PREFACE

We are pleased to present the 2017 edition of the Education Statistics Digest. The Digest provides basic statistical information on education in Singapore in 2016. This information includes data on schools, enrolment, teachers, educational outcomes and finances.

The Digest is divided into three sections.

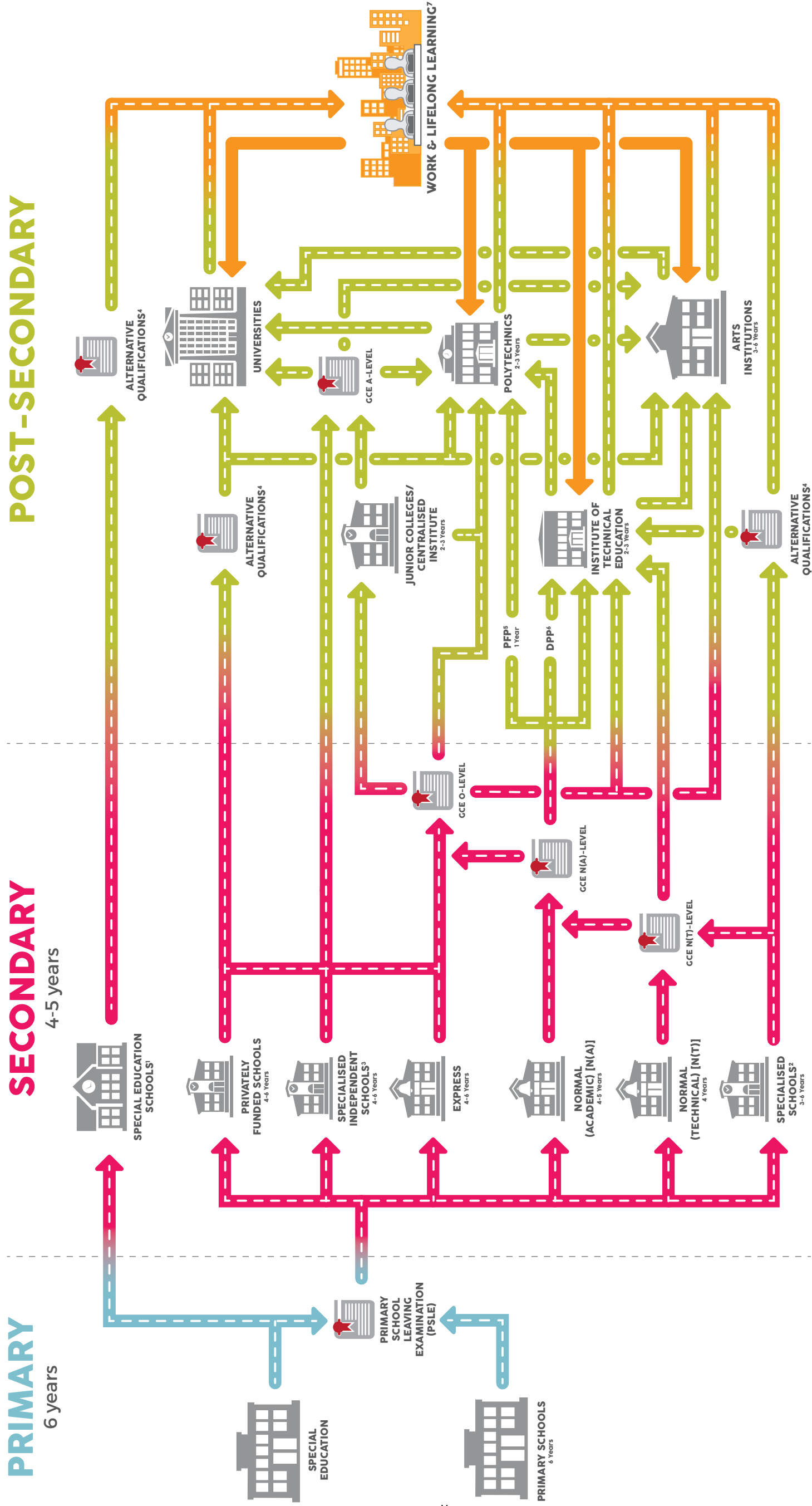
- a. The first section contains statistics on primary, secondary and pre-university education.
- b. The second section covers post-secondary education i.e. the Institute of Technical Education (ITE), the two publicly-funded arts institutes (LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA)), the polytechnics and the autonomous universities.
- c. The third section shows time series on major education indicators to give you a historical perspective of the developments and trends in education over the years.

You can download these statistics and more in machine-readable format on [www.data.gov.sg](http://www.data.gov.sg).

We hope you find this information useful. If you have any queries, please email [contact@moe.gov.sg](mailto:contact@moe.gov.sg).

MANAGEMENT INFORMATION BRANCH  
RESEARCH AND MANAGEMENT INFORMATION DIVISION  
MINISTRY OF EDUCATION, SINGAPORE  
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# Singapore's Education System : An Overview



<sup>1</sup> Students taking the mainstream curriculum in Pathlight School will sit for the PSLE, and may also sit for the N- or O-Level exams.

<sup>2</sup> Specialised schools offer customised programmes for students who are inclined towards hands-on and practical learning. Some also offer N(T)-Level exams. These schools are Northlight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School.

<sup>3</sup> Specialised Independent Schools offer specialised education catering to students with talents and strong interests in specific fields, such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, NUS High School of Mathematics and Science, and the School of Science and Technology. Eligible students of the Singapore Sports School can progress directly to Republic Polytechnic. Eligible students of the School of the Arts can pursue a diploma programme at the Nanyang Academy of Fine Arts via special admissions after their fourth year of study.

<sup>4</sup> Alternative Qualifications refer to qualifications not traditionally offered at mainstream schools in Singapore.

<sup>5</sup> The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted by the polytechnics over two academic semesters for students who have completed Secondary 4N(A). Students who successfully complete the PFP may progress directly into the first year of their respective polytechnic diploma courses.

<sup>6</sup> The Direct-Entry Scheme to Polytechnic Programme (DPP) is a through-train pathway to polytechnics for students who have completed Secondary 4N(A). DPP students who successfully complete a two-year *Higher Nitec* programme at ITE and attain the required qualifying Grade Point Average (GPA) scores are guaranteed a place in a polytechnic diploma course mapped to their *Higher Nitec* course.

<sup>7</sup> Adults and working professionals are encouraged to upskill and reskill through quality learning options in lifelong learning provided by our Institutes of Higher Learning as well as Singapore Workforce Skills Qualifications (WSQ) training providers accredited by the Singapore Workforce Development Agency (WDA).

**Note:** Students can opt to transfer laterally between Express, N(A) and N(T), if they are assessed to be more suitable for these courses. (This has not been fully represented in the graphic).

## OVERVIEW OF SINGAPORE'S EDUCATION SYSTEM

Singapore's education system aims to bring out the best in every child by enabling students to discover their talents, realise their full potential, and develop a passion for life-long learning. We seek to nurture the whole child, and help them develop an enduring core of competencies, values and character, to ensure that they have the capabilities and dispositions to thrive in the 21<sup>st</sup> century. Our multiple educational pathways cater to students with different strengths, interests and learning styles, developing each child to his full potential.

Our schools provide a rich diversity of learning experiences for our students. On top of building a strong foundation in literacy and numeracy, we also cater to their educational needs in physical, aesthetic, moral, social and emotional aspects and develop them holistically. Besides the academic curriculum, our students can develop their interest and talent in music, arts and sports through co-curricular programmes and outdoor education. These activities also give them opportunities to hone their leadership skills as well as social and emotional competencies. There are opportunities to contribute to communities around the school through various Values-in-Action programmes, which are an integral part of school life. In addition, our schools offer enrichment activities to cater to students' learning interests, and education and career guidance that offer perspectives beyond the classroom.

All these learning experiences help cultivate in our students qualities such as creativity, collaboration and compassion – life skills essential in a rapidly-changing world. Through nurturing the joy of learning and encouraging 'entrepreneurial dare', our students can develop the intrinsic motivation to explore and discover their interests as well as act on and pursue their passions. We also want to inculcate in them values such as respect, responsibility, resilience, integrity, care and harmony, all of which are important for a cohesive multi-racial and multi-cultural society.

The bilingual policy is a cornerstone of our education system which requires students to offer two languages: English Language and a Mother Tongue Language (MTL). This equips them with the language and cultural competencies to use their MTL as a living language and appreciate their culture and heritage. It also enables them to connect with people from different backgrounds in a multi-cultural environment, to give them a competitive edge in engaging regional counterparts and thrive in a globalised world.

Teachers, allied educators and school leaders form the core of Singapore's education system. We are committed to nurturing and motivating our teachers to grow and reach their personal and professional best, in line with their aspirations and interests. Our teachers receive comprehensive pre-service training at the National Institute of Education and have many opportunities for continual development to build up their capabilities as teaching professionals. This is complemented by the teacher academies, language institutes and learning communities, which help to foster a strong culture of dedication, collaborative learning and professional excellence.

Parents are our key partners in delivering a holistic education. Their involvement and support in school programmes is crucial. To this end, we encourage



parents and the community to work together with schools to create a conducive learning environment in schools, at home and within the community.

## **PRIMARY EDUCATION**

At the primary level, students go through a compulsory six-year course designed to give them a strong educational foundation. This includes developing language and numeracy skills, building character and nurturing sound values and good habits.

Core to the primary education curriculum are English Language, Mathematics and Mother Tongue Language, which help our students develop literacy, numeracy and problem-solving skills – skills that will be useful even beyond school.

Students also take subjects like Art, Music, Character and Citizenship Education, Social Studies and Physical Education. Science is introduced from Primary 3 onwards. These subjects expose our students to different areas of study at an early stage to allow them to discover their interests and talents, equip them holistically with a range of knowledge and skills, and provide teachable moments to develop in them the core values that define a person's character and their sense of responsibility to society.

After the initial foundation stage (Primary 1 to Primary 4), students can take English Language, Mathematics, Mother Tongue Language and Science at either the foundation or standard level at Primary 5 and Primary 6. Students who do well in their Mother Tongue Language may also offer Higher Mother Tongue Language. Throughout primary school, teachers consider the ability of their students in designing lessons and assessment tasks. Students therefore learn at a pace that best suits them.

Schools have programmes to level up students, to ensure that help is at hand for students who need it. These programmes ensure that students are able to keep up with core subjects like English and Mathematics, regardless of their starting point. Students receive more attention through small-group teaching by specially trained teachers using structured teaching approaches that meet their learning needs. At the other end of the spectrum, we have the Gifted Education Programme (GEP) for high ability learners. Students with high ability in specific subjects who are not in the GEP can also benefit from the enriched learning derived from school-based and MOE-run activities during or after school hours.

We will continuously seek to make learning more enjoyable and meaningful for students while developing the desired skills and values that will put them in good stead for the future. Over the next few years, we will place greater emphasis on engaging teaching methods and holistic assessment, and providing opportunities for lower primary students to try out more sports, outdoor education and arts activities through the Programme for Active Learning (PAL). Upper primary students can take part in the revised Junior Sports Academy programme to explore and discover their strength and passion in a range of sports.

At the end of Primary 6, students take the Primary School Leaving Examination (PSLE), which assesses their suitability for secondary education and places them in the

secondary school course that suits their pace of academic learning and aptitude. Students can also seek admission to a secondary school based on their achievements and talents across a diverse range of areas (such as art and sports) through the Direct School Admission exercise.

## SECONDARY EDUCATION

At the secondary level, we offer three core courses designed to match students' academic progress and interests.

- **Express Course.** This is a four-year course leading to the Singapore-Cambridge General Certificate of Education (GCE) O-Level exam. Students learn English and Mother Tongue Languages,<sup>1</sup> as well as Mathematics, the Sciences and the Humanities.
- **Normal (Academic) (N(A)) Course.** This is a four-year course leading to the GCE N(A)-Level exam. Students learn subjects similar to those in the Express course. Those who do well at the N(A)-Level will qualify for an additional year to prepare for the O-Level exam, or progress to *Higher Nitec* courses at the Institute of Technical Education (ITE). Selected students may sit for the O-Level exam in some subjects at Secondary 4, or bypass the N(A)-Level exam and progress directly to Secondary 5 to take the O-Level exam. Since 2013, students who do well at the N(A)-Level have two “through-train” pathways to the polytechnics – (i) a one-year Polytechnic Foundation Programme (PFP) and (ii) a two-year Direct-Entry-Scheme to Polytechnic Programme (DPP).
- **Normal (Technical) (N(T)) Course.** This is a four-year course leading to the GCE N(T)-Level exam. Students learn English and Mother Tongue Languages, Mathematics and subjects with technical or practical emphases, and the curriculum is regularly reviewed to enhance experiential and practice-oriented learning. Schools also offer Elective Modules, which cover a wide range of subjects including nursing, hospitality, digital animation and precision engineering.

While students may initially be placed in a particular course, there are opportunities for lateral transfers mid-stream. Upper secondary students in the N(A) and N(T) courses may also take some subjects at a higher academic level if they perform well in these subjects. This flexibility is also being prototyped at the lower secondary level in 12 schools, and will be extended to all secondary schools offering the N(A) or N(T) course by 2018.

The following schools form part of our diverse secondary school landscape, where there is a range of schools to suit the unique needs of every child:

- **Specialised Schools and Specialised Schools for Normal (Technical) Students.** NorthLight School and Assumption Pathway School are Specialised Schools (SSes) catering to students who did not qualify for secondary school courses. Students graduate from these two schools with the ITE Skills

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<sup>1</sup> Students can opt to study Mother Tongue at either the standard, higher or Syllabus B levels depending on their ability and eligibility.

Certificate (ISC), which prepares them for employment or admission into the ITE. Crest Secondary School and Spectra Secondary School are Specialised Schools for Normal (Technical) Students (SSNTs) that cater to students who are eligible for the N(T) course and prefer a hands-on and applied learning experience. Students from the two SSNTs offer the ISC as well as N(T) level English Language and Mathematics.

- **Specialised Independent Schools.** The NUS High School of Mathematics and Sciences, School of Science and Technology, School of the Arts and Singapore Sports School develop students in areas such as Mathematics, the Sciences, the Arts and Sports at a higher level.
- **Integrated Programme.** Some schools offer the Integrated Programme, a six-year programme for academically-strong students who prefer a more independent and less structured learning approach. Students in this programme proceed to pre-university education without sitting for the O-Level exam. Given the strong academic aptitude of its students, the programme stretches the potential of its students in non-academic aspects by engaging them in broader learning experiences. Students sit for the pre-university exams at the end of six years.

All secondary schools have distinctive programmes to better support students' interests and talents. In particular, the Applied Learning Programme (ALP) and Learning for Life Programme (LLP) complement core academic and student development programmes, offering students more opportunities to pursue learning in line with their interests, while helping them develop 21<sup>st</sup> century competencies through applying classroom learning to real-life issues, and acquiring life-skills in authentic contexts.

To promote the holistic development of our students, all secondary schools have access to quality art and music programmes. In addition, the Art and Music Elective Programmes, as well as the Enhanced Art and Music Programmes, enable students with keen disposition and capability in art and music to further develop their passion and talent. The revised Physical Education syllabus will see students engaging in a wider range of physical activities and sports and develop character and values in the process. Outdoor Education will also be enhanced to imbue in students resilience, ruggedness, tenacity and the ability to work well in teams, through experiences that cannot be replicated in classrooms.

To help students make better informed education and career choices in school and beyond, a more structured and comprehensive Education and Career Guidance (ECG) system is being put in place to provide relevant and timely support at different life stages. The ECG curriculum is being enhanced with the deployment of a professional core of ECG counsellors as well as an online ECG portal that offers customised profiling and assessment tools and resources, as well as information on the education, training and career options available to individuals at different life stages. ECG fairs are also organised in collaboration with industry partners and post-secondary education institutions to bring the world of work to students and teachers.

## POST-SECONDARY EDUCATION

After Secondary 4 or Secondary 5, most students proceed to one of the following post-secondary education institutions.

- **Junior Colleges / Centralised Institute.** Students can apply for pre-university education at the junior colleges (two-year course) or centralised institute (three-year course) leading to the GCE A-Level exam or the International Baccalaureate Diploma Programme for Anglo-Chinese School (Independent), Singapore Sports School, School of The Arts and St Joseph's Institution. The junior colleges and centralised institute offer a wide range of elective programmes and subjects. To ensure a good breadth of skills and knowledge, students take at least one contrasting subject, i.e. at least one subject from Mathematics and the Sciences and at least one subject from the Humanities and the Arts. To nurture social and emotional competencies and life skills, students are given ample opportunities to participate in Values-in-Action programmes that help them cultivate qualities such as initiative, leadership, social responsibility, and strength of character.
- **Polytechnics.** Students with O-Level certificates, *Nitec* or *Higher Nitec* qualifications may apply for full-time diploma courses at any of the five polytechnics. Those with other qualifications such as A-Level certificates may also be considered. Students with N-Level certificates may apply for a place in the polytechnics through the Polytechnic Foundation Programme, which admits students to the foundation year of a specific diploma course. The polytechnics offer a wide range of courses that equips students with industry-relevant skills, to prepare them for careers in fields such as engineering, applied sciences and biotechnology, info-communications, health sciences, early childhood education, business studies, accountancy, social sciences, mass communications, and digital media. Polytechnic graduates who wish to further their studies may be considered for admission to the universities based on their diploma qualifications.
- **Institute of Technical Education (ITE).** Students with O- or N-Level certificates can opt for full-time courses at ITE. These courses lead to the *Nitec* or *Higher Nitec* qualifications. Apart from full-time institutional training, students can also acquire skills certification through traineeship programmes conducted jointly by companies and ITE. ITE also offers Technical Diploma programmes in collaboration with foreign partners, in niche areas such as automotive engineering and culinary arts, to provide additional pathways for skills upgrading. ITE taps on industry expertise via its extensive partnerships and collaborations to ensure its graduates are well-equipped with skills needed by the industry. Those who are interested in furthering their education can also be considered for admission to the polytechnics based on their *Nitec* or *Higher Nitec* qualifications.
- **Arts Institutions.** Students interested in the creative arts can enrol in programmes offered by the LASALLE College of the Arts or the Nanyang Academy of Fine Arts (NAFA). These institutions offer a range of publicly-funded degree and diploma programmes in the visual and performing arts, such as music, theatre, dance, interior design and fashion design.

## Universities

Our universities prepare students not only for today's economy but also for a future one with new jobs and challenges that do not exist today. There are six publicly-funded universities in Singapore, each of which are described below.

- **National University of Singapore (NUS)** is a research-intensive university with 16 faculties and schools, including a music conservatory. Aside from traditional undergraduate programmes, NUS also offers other programmes such as the University Scholars Programme, which provides an inter-disciplinary academic experience, and a four-year liberal arts degree programme at the Yale-NUS College. NUS offers a wide range of graduate programmes, including specialised graduate programmes offered by its Graduate School for Integrative Sciences and Engineering, the Saw Swee Hock School of Public Health, the Lee Kuan Yew School of Public Policy, and the Duke-NUS Medical School. NUS collaborates with other universities to enrich their undergraduates' educational experience and student life through dual degree and other joint programmes, research opportunities, and student exchange programmes.
- **Nanyang Technological University (NTU)** is a comprehensive, research-intensive university with a strong focus on engineering, science, and technology. It has five Colleges offering undergraduate and postgraduate programmes in various areas, and five autonomous entities – the Chinese Heritage Centre, Earth Observatory of Singapore, National Institute of Education, S. Rajaratnam School of International Studies, and Singapore Centre for Environmental Life Sciences Engineering. NTU also has a medical school, the Lee Kong Chian School of Medicine, which was established in collaboration with Imperial College London and admitted its first batch of medical students in 2013. NTU collaborates with many overseas institutions to offer dual degree and other joint programmes, research opportunities, and student exchange programmes.
- **Singapore Management University (SMU)** offers undergraduate and postgraduate business and social science programmes at its six schools. SMU is known for its interactive pedagogy of seminar-style teaching in small class sizes. In addition to offering single degree programmes with a second major, SMU undergraduates may pursue a double degree at any of its six schools. SMU hosts a wide range of research activities focusing on the social sciences, including research institutes such as the Behavioural Sciences Institute.
- **Singapore University of Technology & Design (SUTD)** was established in collaboration with the Massachusetts Institute of Technology and Zhejiang University. It is a small, top-tier research-intensive university focusing on design education in engineering and architecture, and leverages its partner universities' strong tradition of engineering excellence and entrepreneurial spirit. SUTD also hosts an International Design Centre (IDC) that conducts world-class research on technologically-intensive design. SUTD collaborates extensively with reputable universities and industry partners, both locally and overseas, to enhance student learning through meaningful student exchanges, internship and research opportunities, and joint/dual degree programmes.

- **Singapore Institute of Technology (SIT)** offers degree programmes in partnership with reputable overseas universities in sectors such as engineering and applied sciences, health sciences, design, and interactive digital media. SIT also offers its own applied degrees in sectors such as sustainable infrastructure engineering, pharmaceutical engineering, information & communications technology, hospitality, and accountancy.
- **SIM University (UniSIM)**<sup>2</sup> provides a distinct practice-oriented and applied educational experience. It offers flexibility across different modes of learning for working professionals and adult learners to balance their career, family and academic priorities. It adopts an admissions model that takes into account prior learning and work experience, and its diverse student profile allows fresh school leavers to take classes alongside more mature part-time students with work experience, which provides a rich and unique learning experience. In addition to its diverse range of part-time degree programmes, UniSIM began offering full-time degree programmes in 2014. It currently offers full-time degree programmes in accountancy, marketing, finance, human resource management, supply chain management and social work.

## LIFELONG LEARNING

Learning does not end after individuals enter the workforce. Adults who wish to deepen their skills or acquire new ones can undergo continual learning in post-secondary education institutions. These institutions provide a wide range of learning options for adults, which help to address manpower and skills gaps, support industry development and job creation, facilitate education and career transition via various pathways, and enable the workforce to stay employable amidst rapid shifts in the economic landscape.

**ITE** offers part-time *Nitec*, *Higher Nitec*, *Specialist Nitec* and *ITE Skills Certificate* courses. They are offered in modular form, giving participants the flexibility to sign up for training based on their needs. Adult learners can also undergo on-the-job (OJT) training at companies that are Certified OJT Centres, as well as attend in-house courses conducted by ITE's Approved Training Centres. ITE also conducts skills evaluation tests for experienced workers, in addition to instructional skills and related programmes for industry trainers. For adult learners who wish to resume or continue with academic upgrading at the secondary level, ITE offers MOE-subsidised lessons from Secondary One Normal to N- and O-Level under its General Education Programme.

The **polytechnics** offer part-time programmes at diploma and post-diploma level, covering areas such as engineering, environmental technology, chemical processes, pharmaceuticals, electronics, construction, aerospace, marine & offshore, logistics, business, accounting & finance, security, infocomm technology & digital media, early childhood education, healthcare, sports, retail and tourism.

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<sup>2</sup> SIM University (UniSIM) was renamed as the Singapore University of Social Sciences (SUSS) in 2017.

- **Part-time diploma** courses are designed to be modular and more compact than full-time diploma courses, to provide more flexible and accessible upgrading opportunities for adults with working experience.
- **Post-diploma** courses cater to working professionals who are diploma or degree holders. They are modular, shorter in duration than diploma courses, and mostly designed for part-time study. These include the Advanced Diploma and Specialist Diploma courses that cater to adults seeking to deepen their skills and knowledge in the field they are trained or practising in, and Diploma (Conversion) courses that cater to adults seeking training in a different discipline so as to facilitate career switches.

The **universities** offer part-time degree courses at both undergraduate and postgraduate levels. NUS offers part-time undergraduate programmes leading to a Bachelor of Technology while NTU offers part-time Bachelor of Engineering programmes. Both universities also offer part-time postgraduate courses for degree holders. **UniSIM** offers a range of more than 50 part-time undergraduate and postgraduate courses in arts and social sciences, business, human development & social services and science & technology.

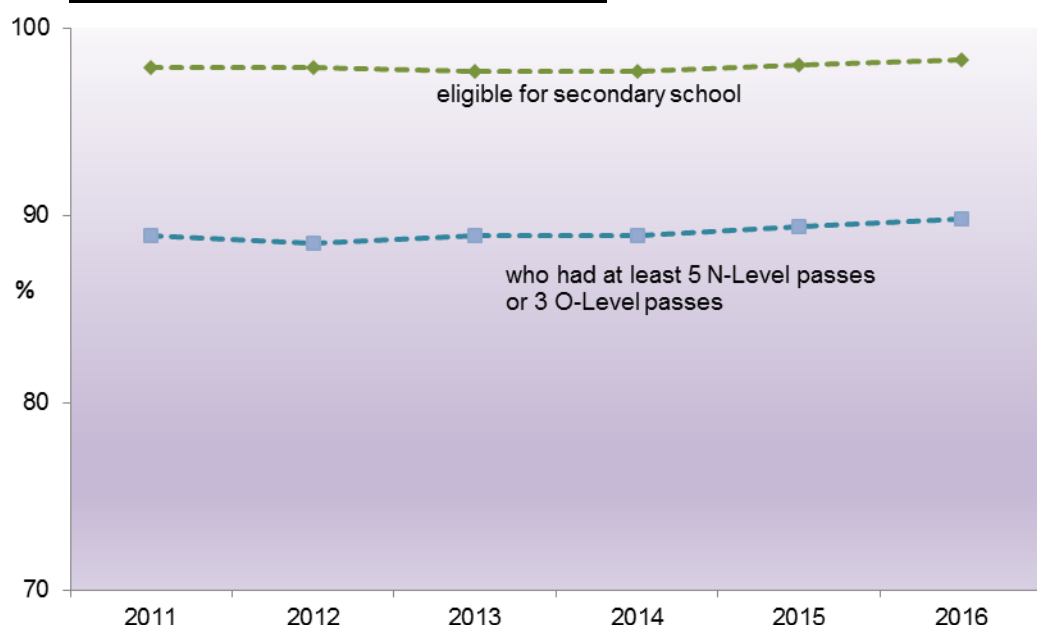
With SkillsFuture, more options to encourage lifelong learning are being made available for all Singaporeans. Fresh polytechnic and ITE graduates have access to **SkillsFuture Earn and Learn Programmes** (ELPs), which are work-learn programmes featuring both workplace-based learning and institution-based instruction. The ELPs provide polytechnic and ITE graduates with more opportunities to build on the skills and knowledge they acquired in school after graduation, and to better support their transition into the workforce. This gives them a head-start in careers related to their discipline of study.

**Skills-Based Modular Courses** were also introduced at the polytechnics and publicly-funded universities to provide adult learners with a more flexible and bite-sized learning option. They can tap on these courses to acquire industry relevant skills to help them stay responsive to a changing workplace.

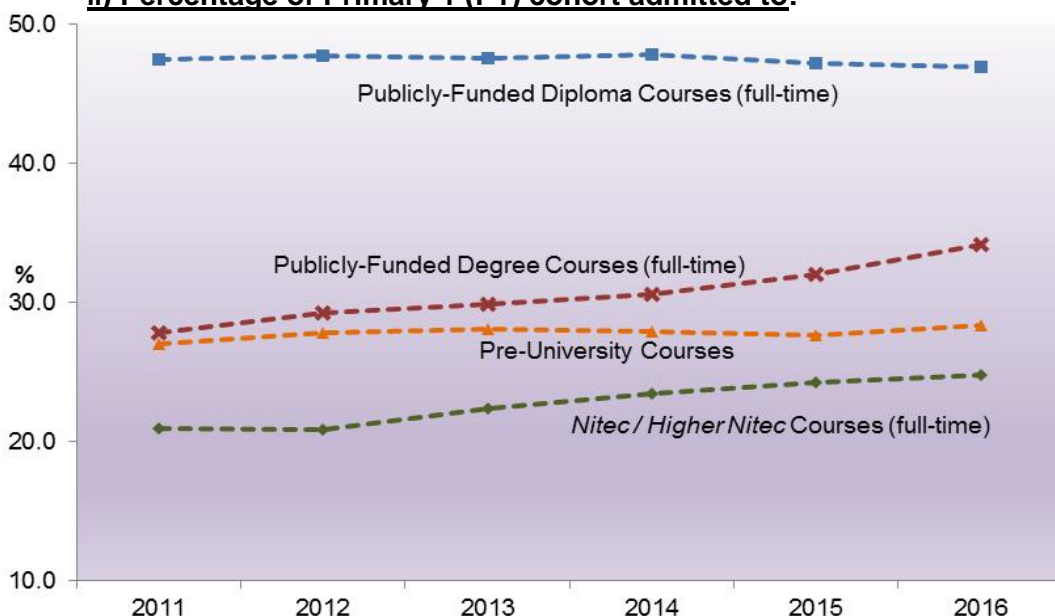
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## KEY EDUCATIONAL INDICATORS

### A. i) Percentage of Primary 1 (P1) cohort:



### ii) Percentage of Primary 1 (P1) cohort admitted to:



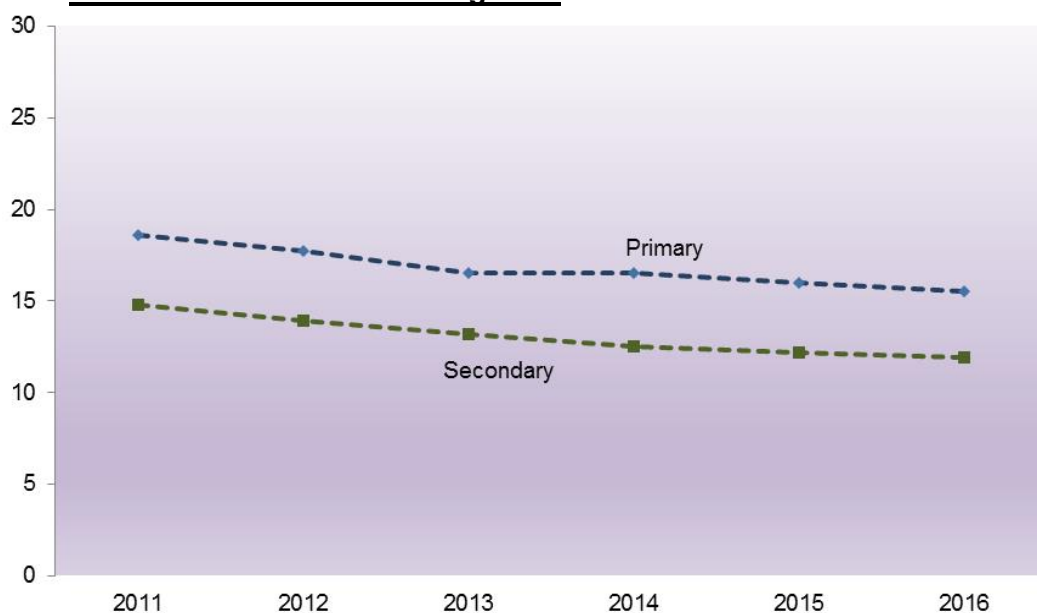
Percentage of P1 Cohort : <sup>1</sup>	2011	2012	2013	2014	2015	2016
(a) Eligible for Secondary School <sup>2</sup> (Refer to students who sat for the PSLE and qualified for Express, Normal (Academic) or Normal (Technical) courses)	97.9	97.9	97.7	97.7	98.0	98.3
(b) who had at least 5 N-Level passes or 3 O-Level passes <sup>2</sup>	88.9	88.5	88.9	88.9	89.4	89.8
(c) Admitted to: <sup>3</sup>						
(i) Nitec / Higher Nitec courses (full-time)	21.0	20.9	22.4	23.5	24.3	24.8
(ii) Publicly-funded diploma courses (full-time) <sup>4</sup>	47.5	47.7	47.6	47.8	47.2	46.9
(iii) Pre-university courses	27.0	27.8	28.1	27.9	27.7	28.4
(iv) Publicly-funded degree courses (full-time) <sup>5</sup>	27.8	29.3	29.9	30.6	32.0	34.2



**Note:**

1. For indicators (a) and (b), figures for 2014 – 2016 are preliminary. For indicators (c(i)) to (c(iv)), figures for 2012 to 2016 are preliminary.
2. For a given year, the statistics are calculated based on the P1 cohort that would typically sit for these exams in that year. For example, for 2016, the percentage of the P1 cohort eligible for secondary school is calculated based on the cohort that entered P1 in 2011, and the percentage of the P1 cohort that had at least 5 N-Level or 3 O-Level passes is calculated based on the cohort that entered P1 in 2007. These figures may be different from those shown in Tables 29 to 41 as the latter are based on exam candidatures and not P1 cohorts i.e. they would include students who enter the school system after P1 and exclude those who left the country after P1.
3. Students who enrol in one course may progress subsequently to another course and are accounted for under both types of courses. For example, polytechnic students who progress to university will be accounted for under both publicly-funded diploma and degree courses. Figures for indicators (c(i)) to (c(iii)) are based on P1 cohorts from 10 years prior while indicator (c(iv)) is based on P1 cohort from 12 years prior to the year of reporting.
4. Publicly-funded diploma courses are offered by the five Polytechnics, ITE, LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA).
5. Publicly-funded degree courses are offered by NUS, NTU, SMU, SUTD, SIT, UniSIM, LASALLE and NAFA.

**B. Ratio of Students to Teaching Staff**



	2011	2012	2013	2014	2015	2016
Primary	18.6	17.7	16.5	16.5	16.0	15.5
Secondary	14.8	13.9	13.2	12.5	12.2	11.9

**Note:**

1. Figures for secondary schools include students and teachers in Government, Government-Aided, Independent, Specialised Independent and Specialised schools.
2. The ratio of students to teaching staff or what is known as the Pupil-Teacher Ratio (PTR), is the number of primary/secondary students divided by the number of teachers in primary/secondary schools.

## **SECTION 1**

# **Primary, Secondary and Pre-University Education**

## 1 NUMBER OF SCHOOLS BY LEVEL AND TYPE, 2016

Type of School	Primary	Secondary	Mixed Level <sup>1</sup>	Junior College / Centralised Institute	Total
<b>Total</b>	<b>185</b>	<b>150</b>	<b>16</b>	<b>14</b>	<b>365</b>
Government	144	115	4	10	273
Govt-Aided	41	28	3	4	76
Independent	0	2	6	0	8
Specialised Independent	0	1	3	0	4
Specialised	0	4	0	0	4

Note: 1) Mixed Level schools comprise Primary & Secondary Schools (P1-S4/5) and Secondary & Junior College Schools (S1-JC2). For type of school, Mixed Level schools are reflected according to their secondary section while their primary section may be of a different type. For example, if the secondary section is an independent school and its primary section is government-aided, the school will be reflected in the table above as an independent Mixed Level school.

## 2 STUDENTS, EDUCATION OFFICERS AND EP<sup>1</sup> IN SCHOOLS BY LEVEL, 2016

	Primary		Secondary		Mixed Level <sup>2</sup>		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Enrolment	230,989	112,326	160,909	79,763	36,425	16,859	18,259	9,829	446,582	218,777
Teacher	14,997	12,110	13,350	8,606	3,045	1,884	1,986	1,174	33,378	23,774
Vice-Principal	295	201	269	135	47	24	31	13	642	373
Principal	191	144	148	73	16	9	17	10	372	236
Education Partners	3,034	2,253	3,338	2,088	917	587	344	244	7,633	5,172

Note: 1) Education Partners are non-Education Officers such as Vice-Principals (Admin), Administrative Managers, Administrative Executives, Allied Educators, Technical Support Officers, Operations Managers, Operations Support Officers and Corporate Support Officers. It excludes contract cleaners and security guards.

2) Mixed Level schools comprise Primary & Secondary Schools (P1-S4/5) and Secondary & Junior College Schools (S1-JC2).

### 3 SUMMARY STATISTICS ON EDUCATION OFFICERS, 2016

Level / Type of School	Qualification	Teacher		Vice-Principal		Principal		All	
		Total	Female	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>Graduate</b>	<b>29,011</b>	<b>20,266</b>	<b>629</b>	<b>364</b>	<b>368</b>	<b>233</b>	<b>30,008</b>	<b>20,863</b>
	<b>Non-grad</b>	<b>4,367</b>	<b>3,508</b>	<b>13</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>4,384</b>	<b>3,520</b>
<b>Primary</b>	<b>Graduate</b>	<b>11,729</b>	<b>9,441</b>	<b>289</b>	<b>198</b>	<b>187</b>	<b>141</b>	<b>12,205</b>	<b>9,780</b>
	<b>Non-grad</b>	<b>3,628</b>	<b>2,976</b>	<b>13</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>3,645</b>	<b>2,988</b>
Government	Graduate	8,420	6,705	214	143	145	109	8,779	6,957
	Non-grad	2,741	2,206	9	7	2	1	2,752	2,214
Govt-Aided	Graduate	3,309	2,736	75	55	42	32	3,426	2,823
	Non-grad	887	770	4	2	2	2	893	774
<b>Secondary</b>	<b>Graduate</b>	<b>14,366</b>	<b>9,157</b>	<b>298</b>	<b>146</b>	<b>156</b>	<b>80</b>	<b>14,820</b>	<b>9,383</b>
	<b>Non-grad</b>	<b>730</b>	<b>528</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>730</b>	<b>528</b>
Government	Graduate	9,877	6,260	211	102	112	57	10,200	6,419
	Non-grad	479	380	0	0	0	0	479	380
Govt-Aided	Graduate	2,835	1,879	58	27	32	16	2,925	1,922
	Non-grad	137	111	0	0	0	0	137	111
Independent	Graduate	1,047	677	18	13	4	4	1,069	694
	Non-grad	17	8	0	0	0	0	17	8
Specialised	Graduate	376	222	5	1	4	3	385	226
Independent	Non-grad	10	6	0	0	0	0	10	6
Specialised	Graduate	231	119	6	3	4	0	241	122
	Non-grad	87	23	0	0	0	0	87	23
<b>Junior College / Centralised Institute</b>	<b>Graduate</b>	<b>2,916</b>	<b>1,668</b>	<b>42</b>	<b>20</b>	<b>25</b>	<b>12</b>	<b>2,983</b>	<b>1,700</b>
	<b>Non-grad</b>	<b>9</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>4</b>
Government	Graduate	1,815	1,050	26	10	15	9	1,856	1,069
	Non-grad	5	2	0	0	0	0	5	2
Govt-Aided	Graduate	572	337	8	5	6	3	586	345
	Non-grad	2	1	0	0	0	0	2	1
Independent	Graduate	529	281	8	5	4	0	541	286
	Non-grad	2	1	0	0	0	0	2	1

Note: 1) The above excludes 1,312 officers in HQ (of which 883 are female), 1,008 on various leave (of whom 911 are female), 272 on secondment to other institutions (of whom 174 are female) and 261 studying at NIE (of whom 209 are female).

2) Officers in Mixed Level schools are classified according to the level they teach or the level they are trained in.

3) Include education officers on part-time employment scheme.

#### 4 ENROLMENT, NUMBER OF CLASSES AND CLASS SIZE BY LEVEL, 2016

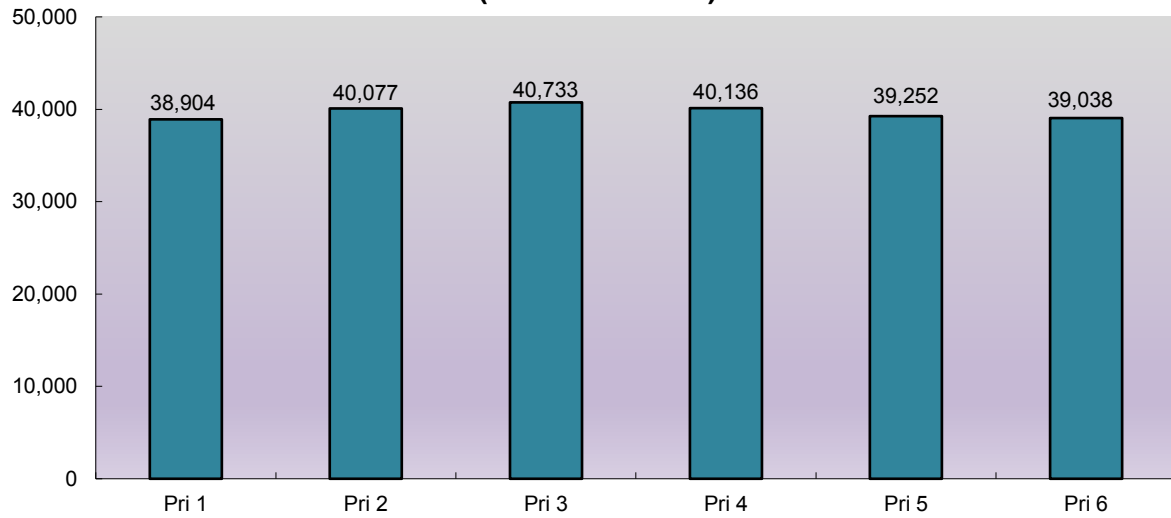
Level	Enrolment	No. of Classes	Average Class Size
<b>Total</b>	<b>446,582</b>	<b>13,686</b>	<b>32.6</b>
<b>Primary</b>	<b>238,140</b>	<b>7,143</b>	<b>33.3</b>
Pri 1	38,904	1,341	29.0
Pri 2	40,077	1,365	29.4
Pri 3	40,733	1,107	36.8
Pri 4	40,136	1,103	36.4
Pri 5	39,252	1,110	35.4
Pri 6	39,038	1,117	34.9
<b>Secondary</b>	<b>180,000</b>	<b>5,281</b>	<b>34.1</b>
Sec 1	39,550	1,117	35.4
Sec 2	42,477	1,197	35.5
Sec 3	44,250	1,303	34.0
Sec 4	47,869	1,422	33.7
Sec 5	5,854	242	24.2
<b>Junior College / Centralised Institute</b>	<b>28,442</b>	<b>1,262</b>	<b>22.5</b>
JC 1 / Pre-U 1	14,602	624	23.4
JC 2 / Pre-U 2	13,455	623	21.6
Pre-U 3	385	15	25.7

Note:

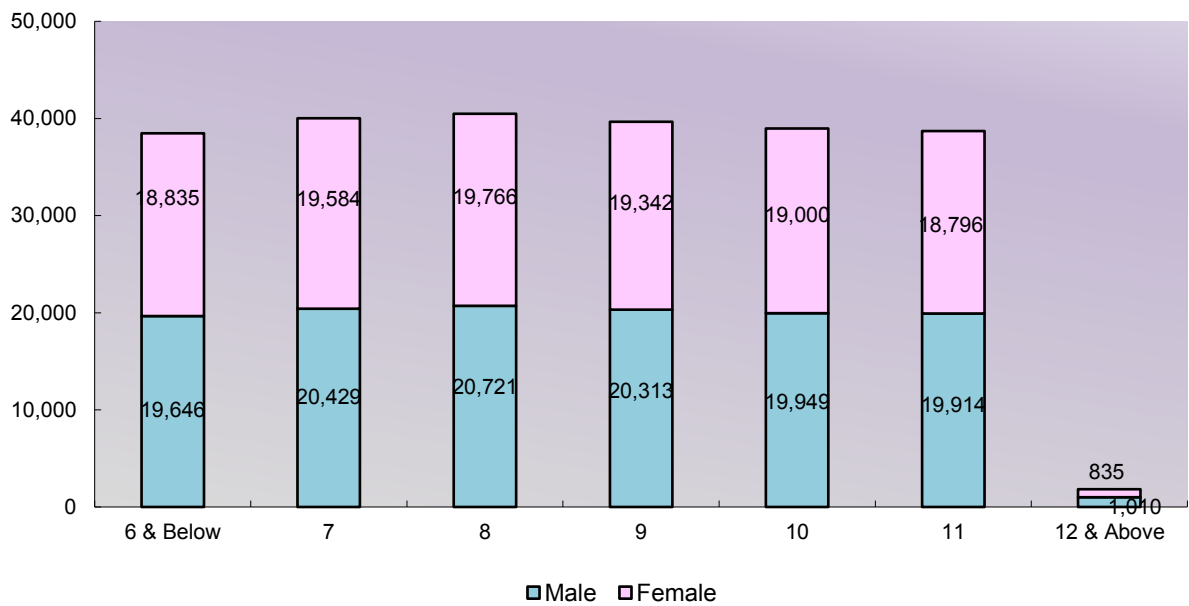
1) Class size is the average number of students per class, calculated by dividing the number of students enrolled by the number of classes in that level. The classes here refer to form classes only. The actual class size can be smaller for some subjects and lessons, depending on the learning needs of the students or programme considerations. For instance, levelling up programmes such as the Learning Support Programme for lower primary students, School-based Dyslexia Remediation programme and coursework subjects like Design and Technology at secondary level are conducted in smaller classes.

2) Students in Mixed Level schools are classified according to the level they are in.

**PRIMARY ENROLMENT BY LEVEL, 2016**  
(Refer to Table 5)



**PRIMARY ENROLMENT BY AGE, 2016 (Refer to Table 5)**

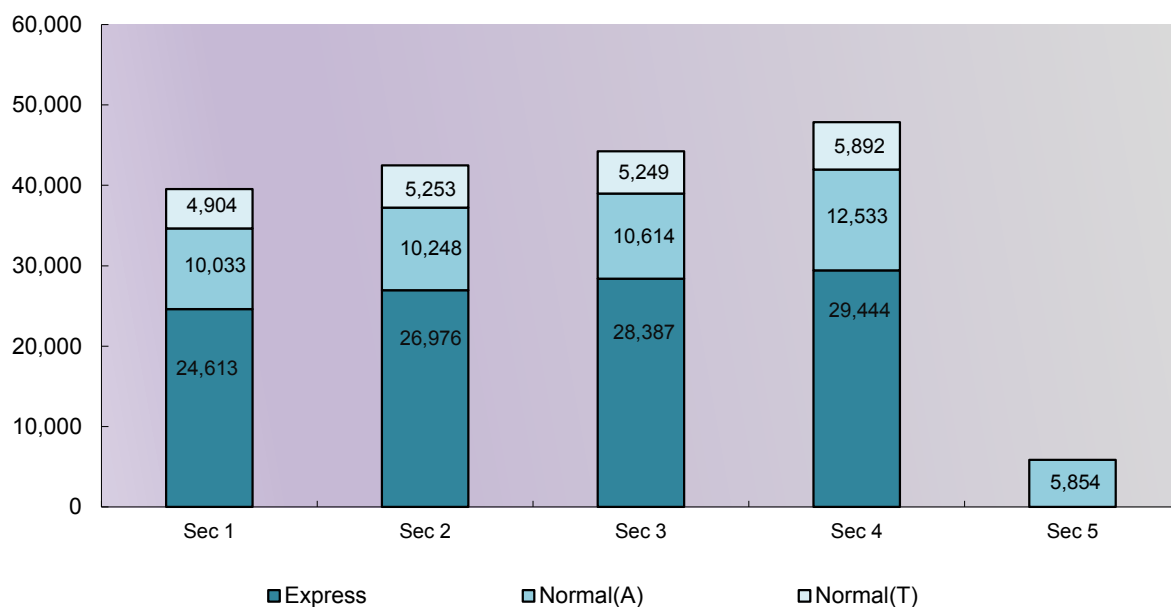


## 5 PRIMARY ENROLMENT BY AGE AND LEVEL, 2016

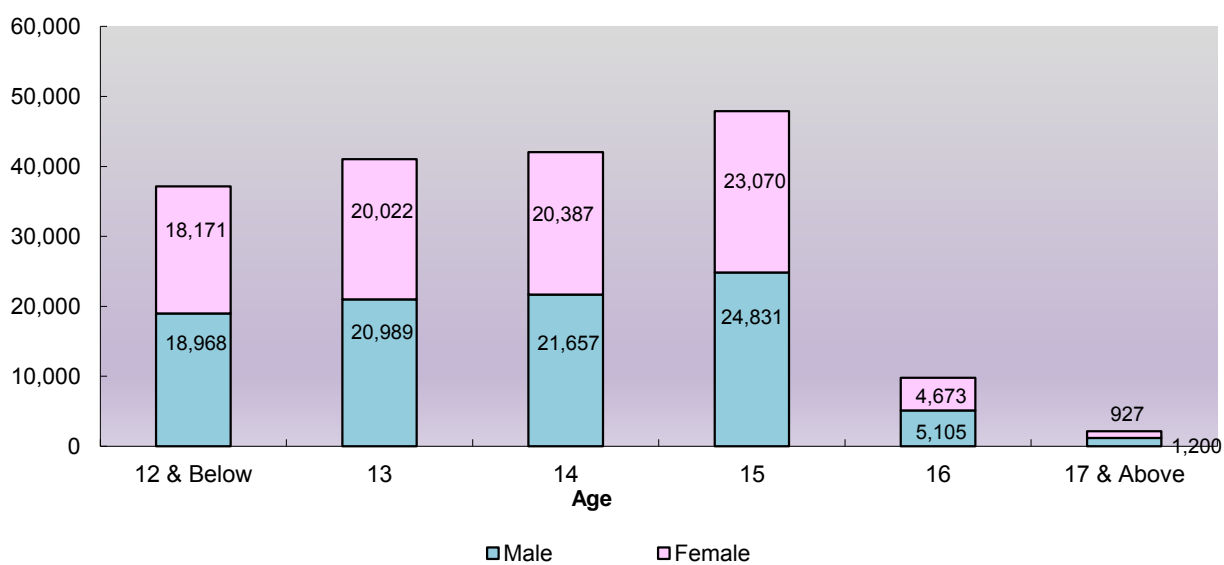
Level	Sex	Age (in years)										Total
		≤ 6	7	8	9	10	11	12	13	14	≥ 15	
Total	MF	38,481	40,013	40,487	39,655	38,949	38,710	1,453	351	38	3	238,140
	F	18,835	19,584	19,766	19,342	19,000	18,796	653	160	21	1	116,158
Pri 1	MF	38,481	378	40	5	0	0	0	0	0	0	38,904
	F	18,835	128	13	1	0	0	0	0	0	0	18,977
Pri 2	MF	0	39,635	408	33	1	0	0	0	0	0	40,077
	F	0	19,456	166	19	1	0	0	0	0	0	19,642
Pri 3	MF	0	0	40,038	568	111	14	2	0	0	0	40,733
	F	0	0	19,586	237	51	5	1	0	0	0	19,880
Pri 4	MF	0	0	1	39,048	850	226	11	0	0	0	40,136
	F	0	0	1	19,085	378	113	1	0	0	0	19,578
Pri 5	MF	0	0	0	1	37,986	963	277	21	4	0	39,252
	F	0	0	0	0	18,569	447	125	11	1	0	19,153
Pri 6	MF	0	0	0	0	1	37,507	1,163	330	34	3	39,038
	F	0	0	0	0	1	18,231	526	149	20	1	18,928

Note : Age is as at the start of the year.

**SECONDARY ENROLMENT BY LEVEL AND COURSE, 2016**  
(Refer to Table 6)



**SECONDARY ENROLMENT BY AGE, 2016 (Refer to Table 6)**



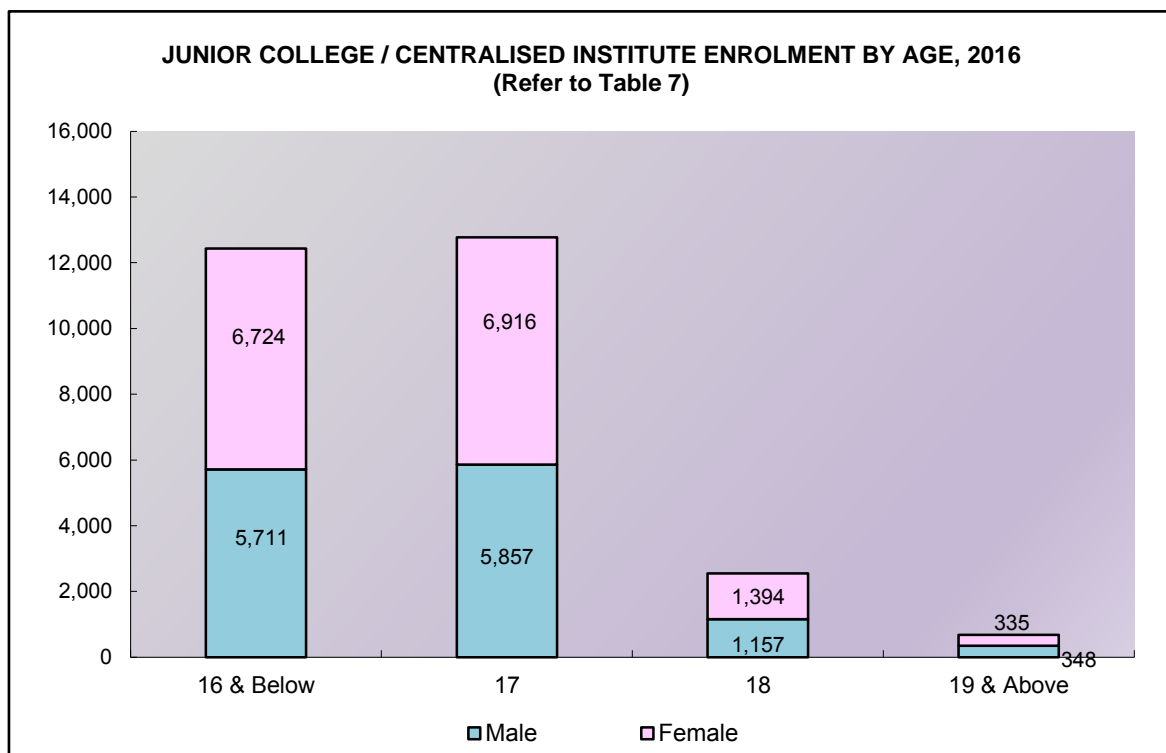
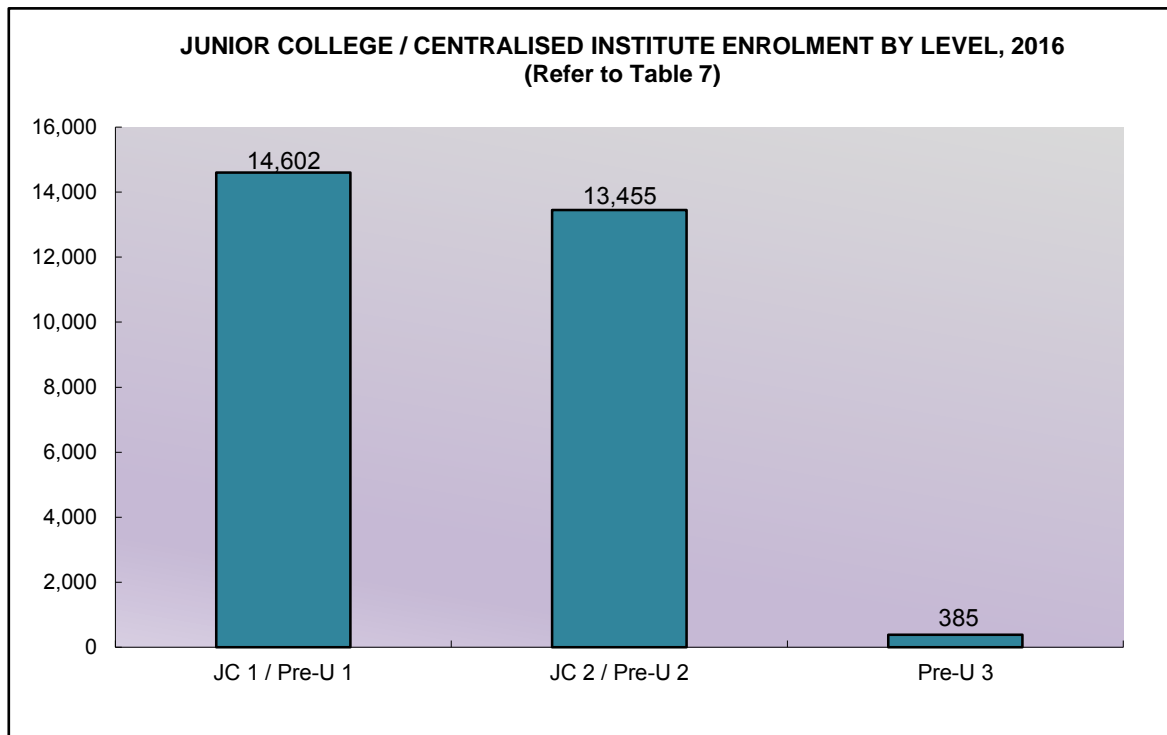


## 6 SECONDARY ENROLMENT BY AGE, LEVEL AND COURSE, 2016

Level & Course	Sex	Age (in years)									Total
		≤ 12	13	14	15	16	17	18	19	≥ 20	
<b>Total</b>	<b>MF</b>	<b>37,139</b>	<b>41,011</b>	<b>42,044</b>	<b>47,901</b>	<b>9,778</b>	<b>1,741</b>	<b>329</b>	<b>52</b>	<b>5</b>	<b>180,000</b>
	<b>F</b>	<b>18,171</b>	<b>20,022</b>	<b>20,387</b>	<b>23,070</b>	<b>4,673</b>	<b>767</b>	<b>138</b>	<b>17</b>	<b>5</b>	<b>87,250</b>
<b>Secondary 1</b>	<b>MF</b>	<b>37,139</b>	<b>1,756</b>	<b>544</b>	<b>81</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>39,550</b>
	<b>F</b>	<b>18,171</b>	<b>792</b>	<b>252</b>	<b>30</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19,262</b>
Express	MF	23,607	697	292	15	2	0	0	0	0	24,613
	F	12,076	345	141	4	2	0	0	0	0	12,568
Normal(A)	MF	9,392	484	135	21	1	0	0	0	0	10,033
	F	4,493	230	60	11	1	0	0	0	0	4,795
Normal(T)	MF	4,140	575	117	45	27	0	0	0	0	4,904
	F	1,602	217	51	15	14	0	0	0	0	1,899
<b>Secondary 2</b>	<b>MF</b>	<b>0</b>	<b>39,255</b>	<b>2,246</b>	<b>858</b>	<b>90</b>	<b>21</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>42,477</b>
	<b>F</b>	<b>0</b>	<b>19,230</b>	<b>1,018</b>	<b>402</b>	<b>40</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>20,702</b>
Express	MF	0	25,511	916	530	19	0	0	0	0	26,976
	F	0	13,286	464	261	9	0	0	0	0	14,020
Normal(A)	MF	0	9,345	676	188	31	6	2	0	0	10,248
	F	0	4,261	295	84	9	1	1	0	0	4,651
Normal(T)	MF	0	4,399	654	140	40	15	5	0	0	5,253
	F	0	1,683	259	57	22	8	2	0	0	2,031
<b>Secondary 3</b>	<b>MF</b>	<b>0</b>	<b>0</b>	<b>39,252</b>	<b>3,637</b>	<b>1,172</b>	<b>157</b>	<b>30</b>	<b>2</b>	<b>0</b>	<b>44,250</b>
	<b>F</b>	<b>0</b>	<b>0</b>	<b>19,115</b>	<b>1,533</b>	<b>526</b>	<b>57</b>	<b>12</b>	<b>1</b>	<b>0</b>	<b>21,244</b>
Express	MF	0	0	25,859	1,774	693	52	9	0	0	28,387
	F	0	0	13,296	842	354	21	6	0	0	14,519
Normal(A)	MF	0	0	9,070	1,163	310	64	6	1	0	10,614
	F	0	0	4,294	438	117	20	1	0	0	4,870
Normal(T)	MF	0	0	4,323	700	169	41	15	1	0	5,249
	F	0	0	1,525	253	55	16	5	1	0	1,855
<b>Secondary 4</b>	<b>MF</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>43,325</b>	<b>3,283</b>	<b>1,057</b>	<b>171</b>	<b>29</b>	<b>2</b>	<b>47,869</b>
	<b>F</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>21,105</b>	<b>1,418</b>	<b>480</b>	<b>64</b>	<b>8</b>	<b>2</b>	<b>23,079</b>
Express	MF	0	0	2	27,203	1,579	590	58	12	0	29,444
	F	0	0	2	14,172	791	315	26	5	0	15,311
Normal(A)	MF	0	0	0	11,176	1,027	267	54	9	0	12,533
	F	0	0	0	5,215	361	101	17	0	0	5,694
Normal(T)	MF	0	0	0	4,946	677	200	59	8	2	5,892
	F	0	0	0	1,718	266	64	21	3	2	2,074
<b>Secondary 5</b>	<b>MF</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5,203</b>	<b>506</b>	<b>121</b>	<b>21</b>	<b>3</b>	<b>5,854</b>
	<b>F</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,672</b>	<b>221</b>	<b>59</b>	<b>8</b>	<b>3</b>	<b>2,963</b>

Note:

- 1) Normal(T) figures include students on the ITE Skills Certificate course in Specialised Schools to equip them with employable skills for entry into the workforce or further training.
- 2) All Secondary 5 students are in the Normal (Academic) course.
- 3) Includes Government, Govt-Aided, Independent, Specialised Independent and Specialised schools.
- 4) Age is as at the start of the year.



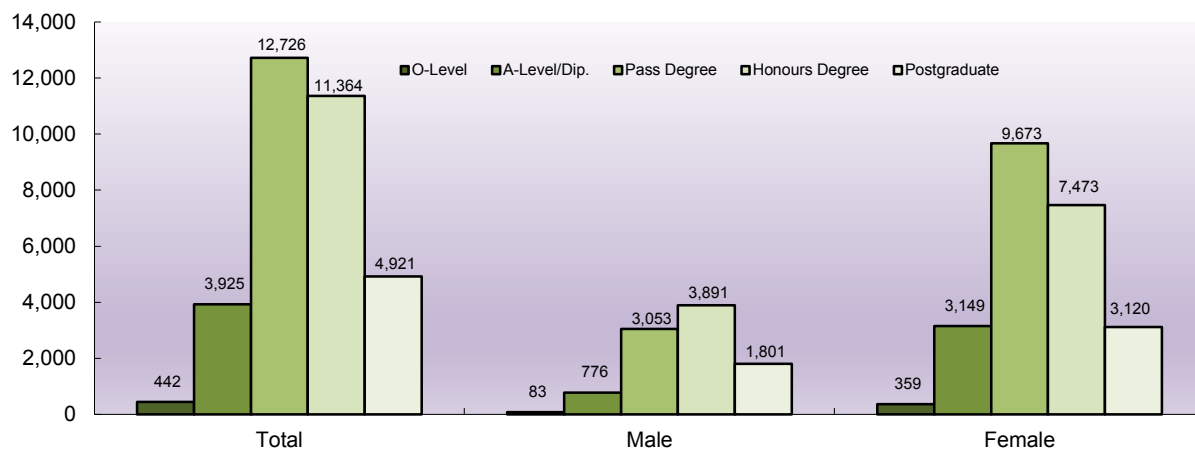
## 7 JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY AGE AND LEVEL, 2016

Level	Sex	Age (in years)						Total
		≤ 16	17	18	19	20	≥ 21	
Total	MF	12,435	12,773	2,551	565	102	16	28,442
	F	6,724	6,916	1,394	279	46	10	15,369
JC 1 / Pre-U 1	MF	12,431	1,715	398	50	8	0	14,602
	F	6,723	941	207	31	5	0	7,907
JC 2 / Pre-U 2	MF	4	11,058	1,925	406	54	8	13,455
	F	1	5,975	1,047	194	24	3	7,244
Pre-U 3	MF	0	0	228	109	40	8	385
	F	0	0	140	54	17	7	218

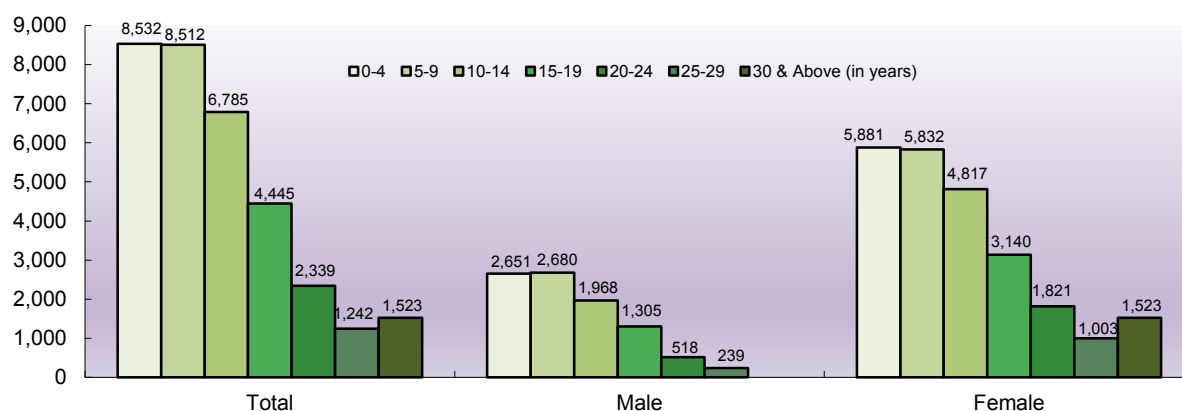
Note :

- 1) Includes pre-university students such as those in Years 5 and 6 of the Integrated Programme.
- 2) Includes Government, Govt-Aided, Independent and Specialised Independent schools.
- 3) Age is as at the start of the year.

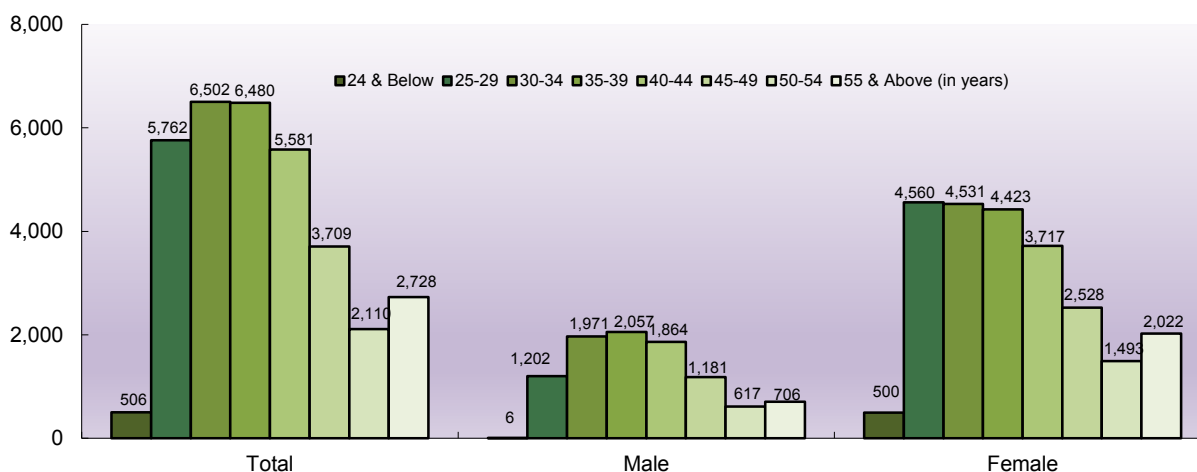
**TEACHERS BY ACADEMIC QUALIFICATION, 2016 (Refer to Table 8)**



**TEACHERS BY LENGTH OF SERVICE, 2016 (Refer to Table 8)**



**TEACHERS BY AGE, 2016 (Refer to Table 8)**



## 8 TEACHERS' ACADEMIC QUALIFICATION, LENGTH OF SERVICE AND AGE BY LEVEL, 2016

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>15,357</b>	<b>12,417</b>	<b>15,096</b>	<b>9,685</b>	<b>2,925</b>	<b>1,672</b>	<b>33,378</b>	<b>23,774</b>
<b>Academic Qualification</b>								
GCE O-Level	358	318	83	41	1	0	442	359
GCE A-Level/Diploma	3,270	2,658	647	487	8	4	3,925	3,149
Pass Degree	6,192	5,177	6,061	4,199	473	297	12,726	9,673
Honours Degree	3,890	3,004	5,767	3,470	1,707	999	11,364	7,473
Masters Degree	1,633	1,250	2,475	1,455	675	344	4,783	3,049
PhD	14	10	63	33	61	28	138	71
<b>Length of Service (in years)<sup>1</sup></b>								
0 - 4	3,594	2,835	4,185	2,608	753	438	8,532	5,881
5 - 9	3,677	2,824	4,093	2,594	742	414	8,512	5,832
10 - 14	3,219	2,604	2,932	1,850	634	363	6,785	4,817
15 - 19	2,376	1,942	1,743	1,044	326	154	4,445	3,140
20 - 24	1,254	1,088	915	632	170	101	2,339	1,821
25 - 29	617	553	496	376	129	74	1,242	1,003
30 & Above	620	571	732	581	171	128	1,523	1,280
<b>Age (in years)</b>								
24 & Below	198	197	290	285	18	18	506	500
25 - 29	2,374	2,077	2,923	2,176	465	307	5,762	4,560
30 - 34	2,768	2,122	3,072	2,017	662	392	6,502	4,531
35 - 39	3,062	2,436	2,769	1,638	649	349	6,480	4,423
40 - 44	2,853	2,240	2,295	1,262	433	215	5,581	3,717
45 - 49	1,925	1,541	1,542	875	242	112	3,709	2,528
50 - 54	992	797	950	598	168	98	2,110	1,493
55 & Above	1,185	1,007	1,255	834	288	181	2,728	2,022

1) Length of Service is calculated based on officers' latest employment episode (i.e. officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

## 9 VICE-PRINCIPALS' ACADEMIC QUALIFICATION, LENGTH OF SERVICE AND AGE BY LEVEL, 2016

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>302</b>	<b>207</b>	<b>298</b>	<b>146</b>	<b>42</b>	<b>20</b>	<b>642</b>	<b>373</b>
<b>Academic Qualification</b>								
GCE A-Level / Diploma	13	9	0	0	0	0	13	9
Pass Degree	98	74	72	42	5	3	175	119
Honours Degree	55	38	79	27	12	6	146	71
Masters Degree	132	84	144	76	25	11	301	171
PhD	4	2	3	1	0	0	7	3
<b>Length of Service (in years)<sup>1</sup></b>								
0 - 9	6	3	10	2	3	2	19	7
10 - 14	43	28	69	25	14	4	126	57
15 - 19	101	62	65	21	11	5	177	88
20 - 24	77	53	67	39	6	3	150	95
25 - 29	29	23	29	18	4	2	62	43
30 & Above	46	38	58	41	4	4	108	83
<b>Age (in years)</b>								
30 - 34	2	2	8	6	2	2	12	10
35 - 39	29	21	47	18	13	5	89	44
40 - 44	102	67	77	28	10	3	189	98
45 - 49	86	52	68	34	8	5	162	91
50 - 54	46	37	41	26	5	1	92	64
55 & Above	37	28	57	34	4	4	98	66

1) Length of Service is calculated based on officers' latest employment episode (i.e. officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

# 10 PRINCIPALS' ACADEMIC QUALIFICATION, LENGTH OF SERVICE AND AGE BY LEVEL, 2016

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>191</b>	<b>144</b>	<b>156</b>	<b>80</b>	<b>25</b>	<b>12</b>	<b>372</b>	<b>236</b>

## Academic Qualification

GCE A-Level / Diploma	4	3	0	0	0	0	4	3
Pass Degree	53	42	27	16	1	0	81	58
Honours Degree	24	16	36	18	6	3	66	37
Masters Degree	108	81	93	46	16	9	217	136
PhD	2	2	0	0	2	0	4	2

## Length of Service (in years)<sup>1</sup>

0 - 9	3	3	1	0	3	1	7	4
10 - 14	6	4	12	3	1	0	19	7
15 - 19	38	27	42	15	3	1	83	43
20 - 24	46	32	38	22	2	2	86	56
25 - 29	39	31	20	11	2	1	61	43
30 & Above	59	47	43	29	14	7	116	83

## Age (in years)

30 - 34	0	0	0	0	0	0	0	0
35 - 39	7	7	6	1	0	0	13	8
40 - 44	37	25	40	22	3	1	80	48
45 - 49	49	37	44	19	2	2	95	58
50 - 54	39	31	22	11	4	1	65	43
55 & Above	59	44	44	27	16	8	119	79

1) Length of Service is calculated based on officers' latest employment episode (i.e. officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

## 11 STATISTICS<sup>1</sup> ON PRIVATE SCHOOLS, 2016

Type of Institution	Number of Institutions	Enrolment					
		Full-Time		Part-Time		Total	
		Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>29</b>	<b>12,078</b>	<b>5,303</b>	<b>0</b>	<b>0</b>	<b>12,078</b>	<b>5,303</b>
Full-time Islamic Religious School (Madrasah)	6	3,641	2,310	0	0	3,641	2,310
Privately Funded School <sup>2</sup>	3	2,799	1,335	0	0	2,799	1,335
Special Education School <sup>3</sup>	20	5,638	1,658	0	0	5,638	1,658

Type of Institution	Number of Institutions	Teaching Staff					
		Full-Time		Part-Time		Total	
		Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>29</b>	<b>1,613</b>	<b>1,270</b>	<b>6</b>	<b>5</b>	<b>1,619</b>	<b>1,275</b>
Full-time Islamic Religious School (Madrasah)	6	210	187	0	0	210	187
Privately Funded School	3	293	162	6	5	299	167
Special Education School	20	1,110	921	0	0	1,110	921

Note : 1) The figures include only private schools registered with MOE.

2) Privately-Funded Schools (PFS) offer education at the secondary and/or junior college levels and are aimed primarily at Singapore residents who may prefer an alternative curriculum and qualification.

3) The figures include only government-funded special education schools.

4) Private kindergartens are not included in these tables.



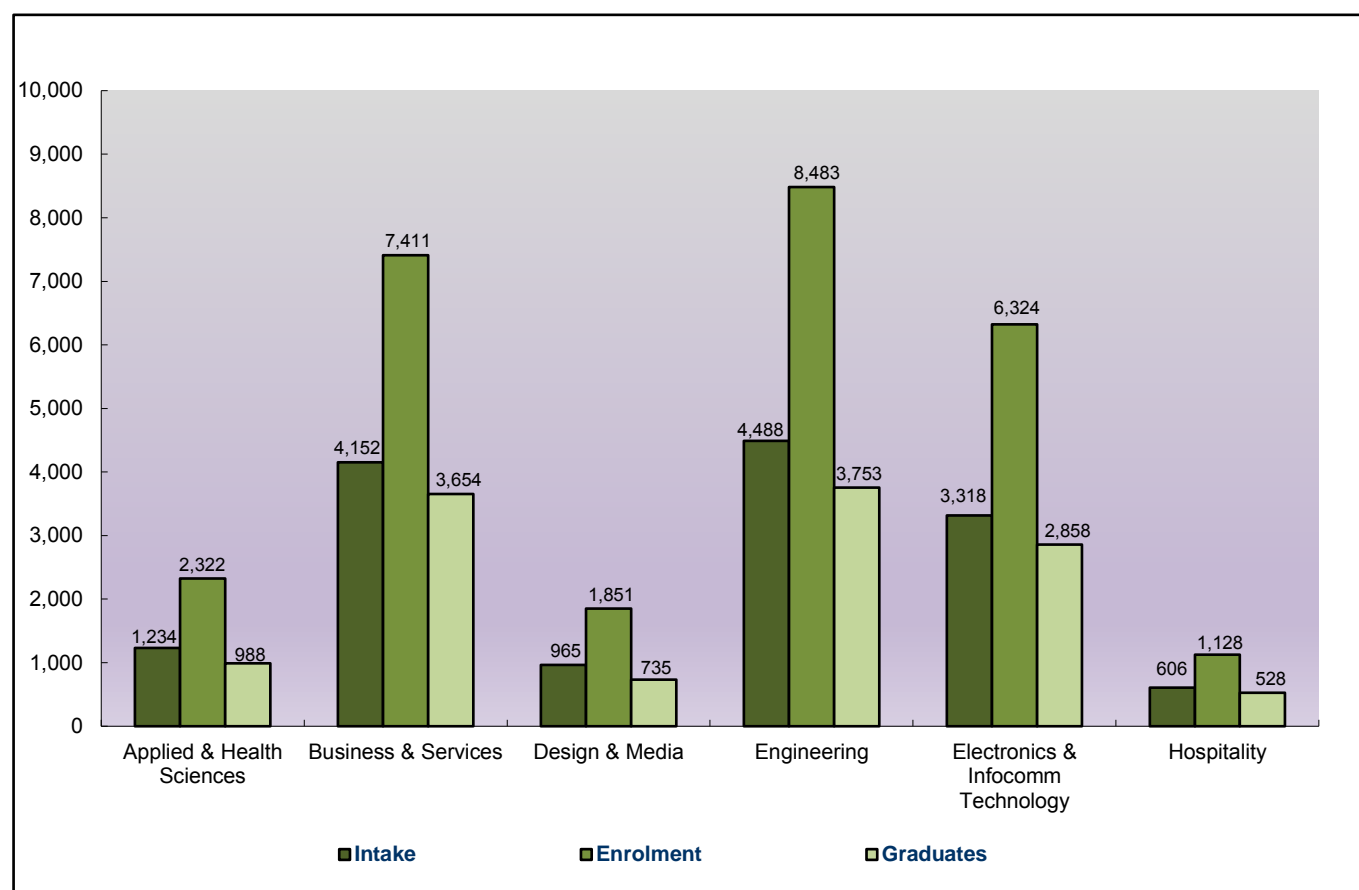
## **SECTION 2**

### **Post-Secondary Education**

## 12 INTAKE, ENROLMENT AND GRADUATES OF ITE BY COURSE (FULL-TIME), 2016

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>14,763</b>	<b>5,635</b>	<b>27,519</b>	<b>10,346</b>	<b>12,516</b>	<b>4,863</b>
<b>Applied &amp; Health Sciences</b>	1,234	740	2,322	1,427	988	632
<b>Business &amp; Services</b>	4,152	2,591	7,411	4,594	3,654	2,334
<b>Design &amp; Media</b>	965	479	1,851	921	735	373
<b>Engineering</b>	4,488	647	8,483	1,164	3,753	469
<b>Electronics &amp; Infocomm Technology</b>	3,318	859	6,324	1,638	2,858	764
<b>Hospitality</b>	606	319	1,128	602	528	291

Note : 1) Refer to the Appendix for the classification of courses.



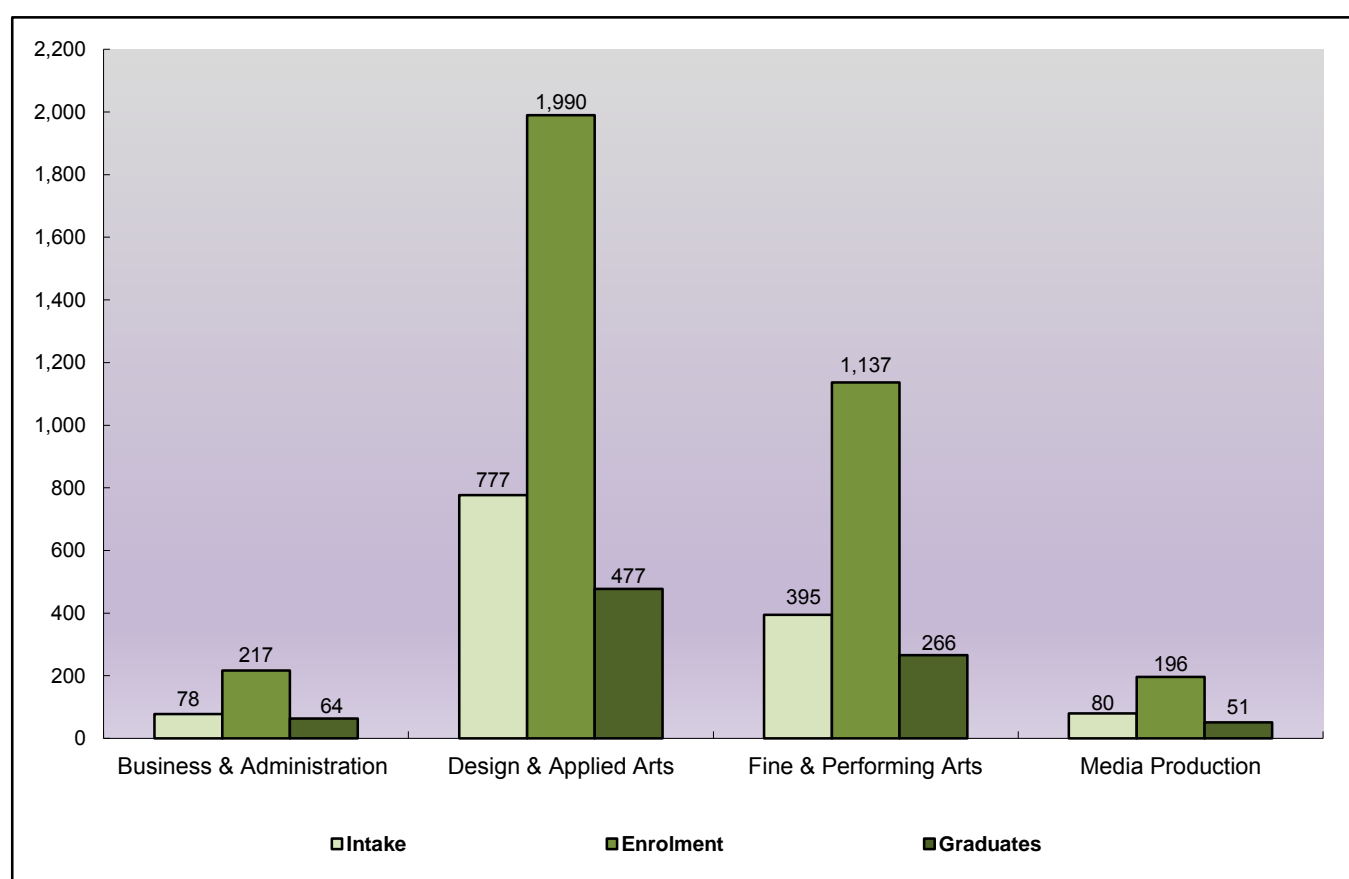
### 13.1 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DIPLOMA (FULL-TIME), 2016

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>1,330</b>	<b>939</b>	<b>3,540</b>	<b>2,486</b>	<b>858</b>	<b>591</b>
<b>Business &amp; Administration</b>	78	60	217	165	64	50
<b>Design &amp; Applied Arts</b>	777	567	1,990	1,445	477	337
<b>Fine &amp; Performing Arts</b>	395	271	1,137	775	266	181
<b>Media Production</b>	80	41	196	101	51	23

Note: 1) Figures for LASALLE College of the Arts and the Nanyang Academy of Fine Arts (NAFA) are for full-time diploma courses only.

2) Intake includes direct entry to second and subsequent years.

3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



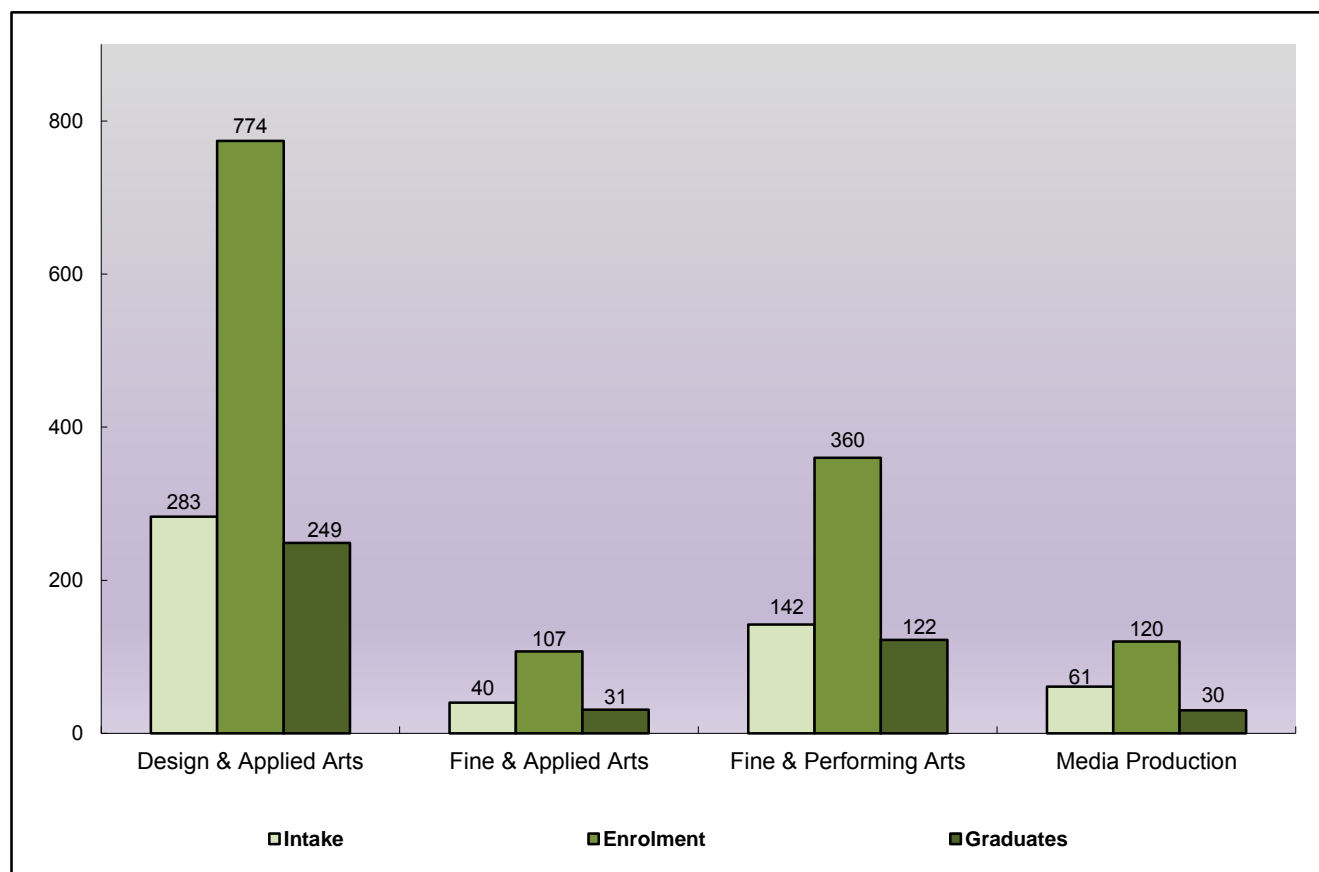
### 13.2 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DEGREE (FULL-TIME), 2016

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>526</b>	<b>378</b>	<b>1,361</b>	<b>977</b>	<b>432</b>	<b>304</b>
<b>Design &amp; Applied Arts</b>	283	220	774	590	249	188
<b>Fine &amp; Applied Arts</b>	40	30	107	89	31	27
<b>Fine &amp; Performing Arts</b>	142	98	360	234	122	80
<b>Media Production</b>	61	30	120	64	30	9

Note: 1) Figures for LASALLE College of the Arts and the Nanyang Academy of Fine Arts (NAFA) are for full-time publicly-funded degree courses only.

2) Intake includes direct entry to second and subsequent years.

3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



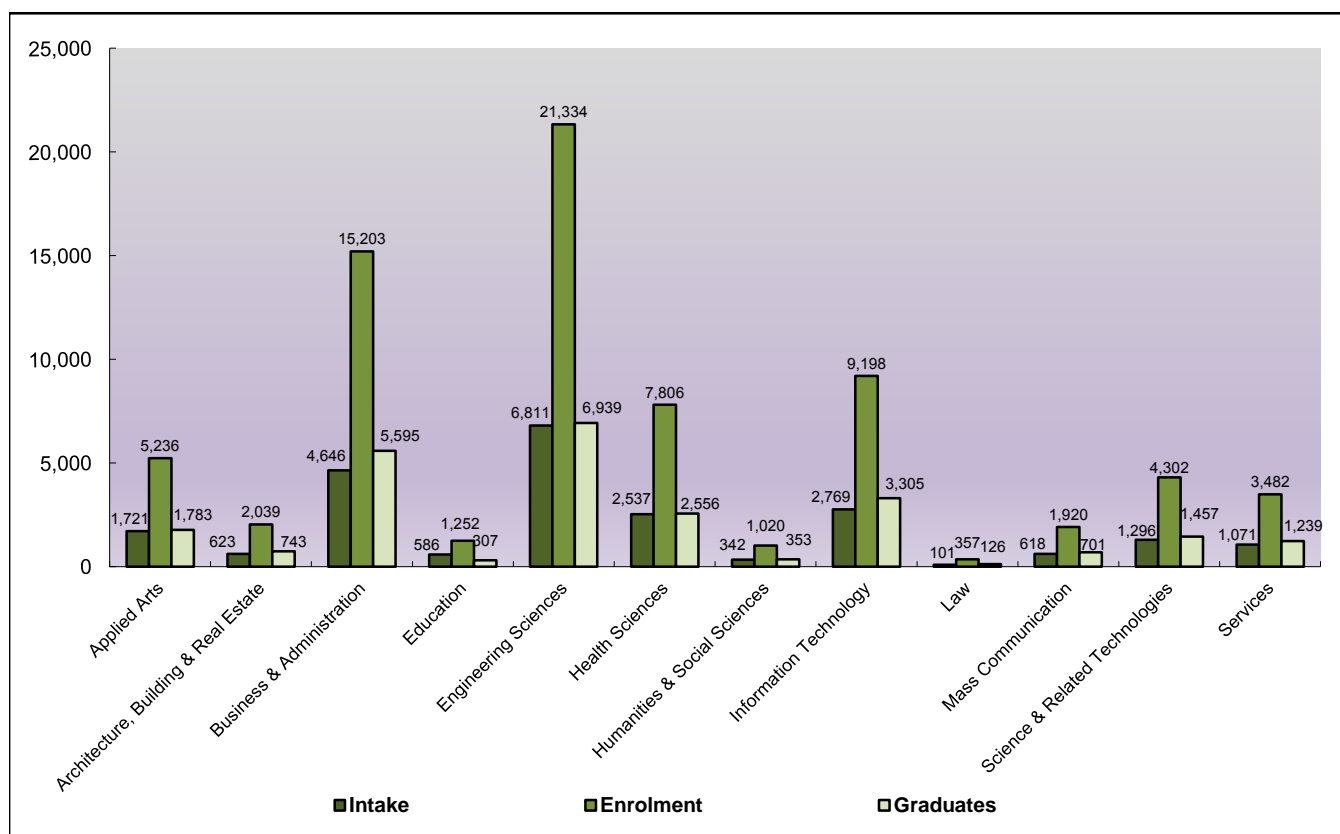
# 14 INTAKE, ENROLMENT AND GRADUATES OF POLYTECHNICS BY COURSE (FULL-TIME), 2016

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>23,121</b>	<b>11,018</b>	<b>73,149</b>	<b>35,128</b>	<b>25,104</b>	<b>12,211</b>
<b>Applied Arts</b>	1,721	1,011	5,236	3,064	1,783	1,024
<b>Architecture, Building &amp; Real Estate</b>	623	371	2,039	1,207	743	420
<b>Business &amp; Administration</b>	4,646	2,846	15,203	9,406	5,595	3,417
<b>Education</b>	586	548	1,252	1,181	307	277
<b>Engineering Sciences</b>	6,811	1,395	21,334	4,721	6,939	1,601
<b>Health Sciences</b>	2,537	1,894	7,806	5,704	2,556	1,895
<b>Humanities &amp; Social Sciences</b>	342	256	1,020	758	353	261
<b>Information Technology</b>	2,769	906	9,198	3,175	3,305	1,275
<b>Law</b>	101	66	357	218	126	68
<b>Mass Communication</b>	618	457	1,920	1,436	701	498
<b>Science &amp; Related Technologies</b>	1,296	789	4,302	2,634	1,457	904
<b>Services</b>	1,071	479	3,482	1,624	1,239	571

Note: 1) Intake, enrolment and graduate figures refer to diploma courses only. Intake excludes students on Polytechnic Foundation Programme.

2) Intake includes direct entry to second year.

3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



# 15 INTAKE, ENROLMENT AND GRADUATES OF UNIVERSITIES<sup>1</sup> BY COURSE (FULL-TIME), 2016

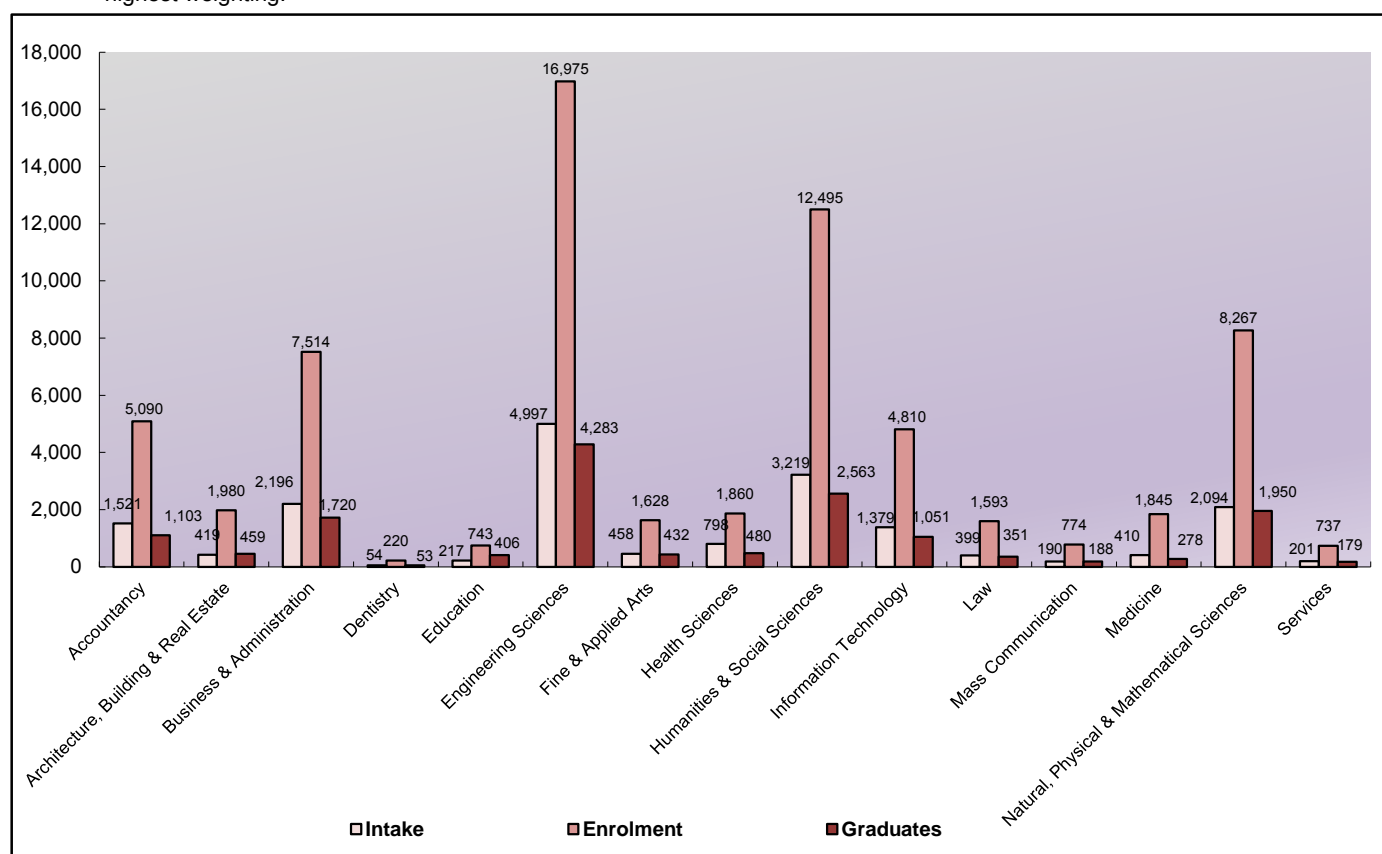
Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
<b>Total</b>	<b>18,552</b>	<b>9,350</b>	<b>66,531</b>	<b>33,763</b>	<b>15,496</b>	<b>8,060</b>
Accountancy	1,521	912	5,090	2,909	1,103	664
Architecture, Building & Real Estate	419	252	1,980	1,205	459	274
Business & Administration	2,196	1,237	7,514	4,230	1,720	969
Dentistry	54	39	220	145	53	28
Education	217	172	743	577	406	327
Engineering Sciences	4,997	1,333	16,975	4,859	4,283	1,267
Fine & Applied Arts	458	297	1,628	958	432	259
Health Sciences	798	593	1,860	1,335	480	368
Humanities & Social Sciences	3,219	2,205	12,495	8,449	2,563	1,760
Information Technology	1,379	398	4,810	1,499	1,051	381
Law	399	210	1,593	740	351	173
Mass Communication	190	148	774	596	188	153
Medicine	410	204	1,845	912	278	147
Natural, Physical & Mathematical Sciences	2,094	1,240	8,267	4,967	1,950	1,195
Services	201	110	737	382	179	95

Note: 1) Refers to National University of Singapore, Nanyang Technological University, Singapore Management University, Singapore Institute of Technology, Singapore University of Technology & Design and SIM University.

2) Intake, enrolment and graduates figures refer to full-time first degree only.

3) Intake figures include students who entered directly into second and subsequent years.

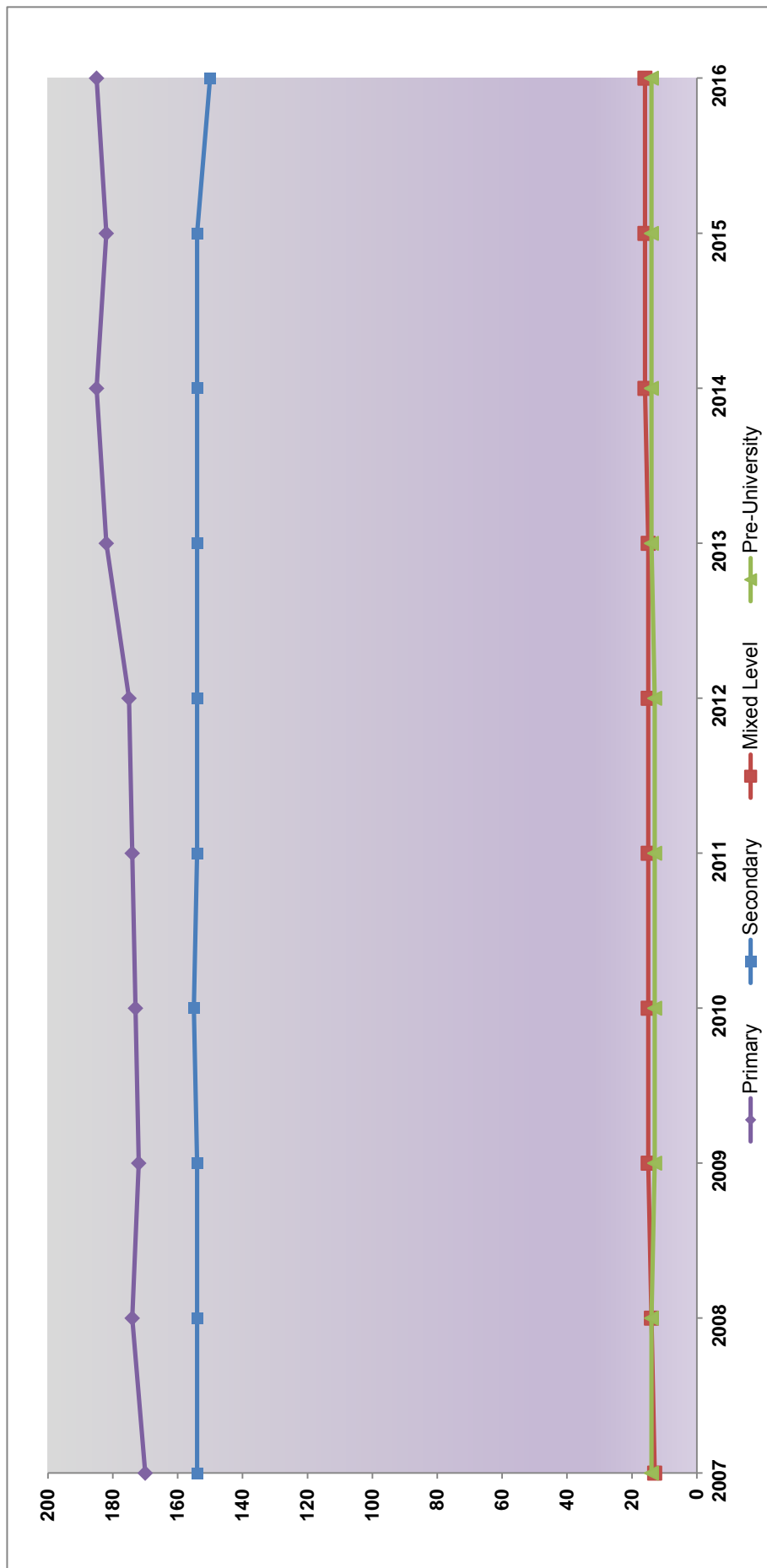
4) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



## **SECTION 3**

# **Statistical Series**

NUMBER OF SCHOOLS BY LEVEL (Refer to Table 16)





# 16 NUMBER OF SCHOOLS BY LEVEL AND TYPE

Year	Primary			Secondary					Mixed Level <sup>1</sup>					Pre-University					Grand Total	
	Govt	Aided	Total	Govt	Aided	Indep	Spec	Spec'd <sup>2</sup>	Total	Govt	Aided	Indep	Spec	Indep <sup>2</sup>	Junior College <sup>3</sup>			Centralised Institute <sup>4</sup>		Total <sup>5</sup>
															Govt	Aided	Indep			
1960	165	248	413	27	21	-	-	-	48	1	31	-	-	-	-	-	-	-	-	493
1970	198	190	388	68	17	-	-	-	85	-	30	-	-	-	-	1	-	-	1	504
1980	199	114	313	84	23	-	-	-	107	-	23	-	-	-	-	2	5	-	7	(19) 450
1990	157	43	200	102	27	4	-	-	133	-	7	2	-	-	-	9	5	4	18	(25) 360
2000	155	40	195	123	28	6	-	-	157	-	4	2	-	-	-	10	5	2	17	375
2007	129	41	170	120	28	4	1	1	154	5	3	4	1	1	13	8	4	1	14	351
2008	133	41	174	120	28	4	1	1	154	5	3	4	2	1	14	8	4	1	14	356
2009	131	41	172	120	28	3	1	2	154	5	3	5	2	1	15	8	4	1	13	354
2010	132	41	173	120	28	3	2	2	155	5	3	5	2	1	15	8	4	1	13	356
2011	133	41	174	119	28	3	2	2	154	5	3	5	2	1	15	8	4	1	13	356
2012	134	41	175	119	28	3	2	2	154	5	3	5	2	1	15	8	4	1	13	357
2013	141	41	182	119	28	2	2	3	154	4	3	6	2	1	15	9	4	1	14	365
2014	144	41	185	119	28	2	1	4	154	4	3	6	3	1	16	9	4	1	14	369
2015	141	41	182	119	28	2	1	4	154	4	3	6	3	1	16	9	4	1	14	366
2016	144	41	185	115	28	2	1	4	150	4	3	6	3	1	16	9	4	1	14	365

Note: 1) Mixed Level comprises Primary & Secondary Schools (P1-S4/5), Secondary & Junior College Schools (S1-JC2); and Upper Secondary and Junior College (S3-JC2). Figures prior to 2004 refer only to Primary and Secondary Schools. Figures are classified by type according to their secondary sections.

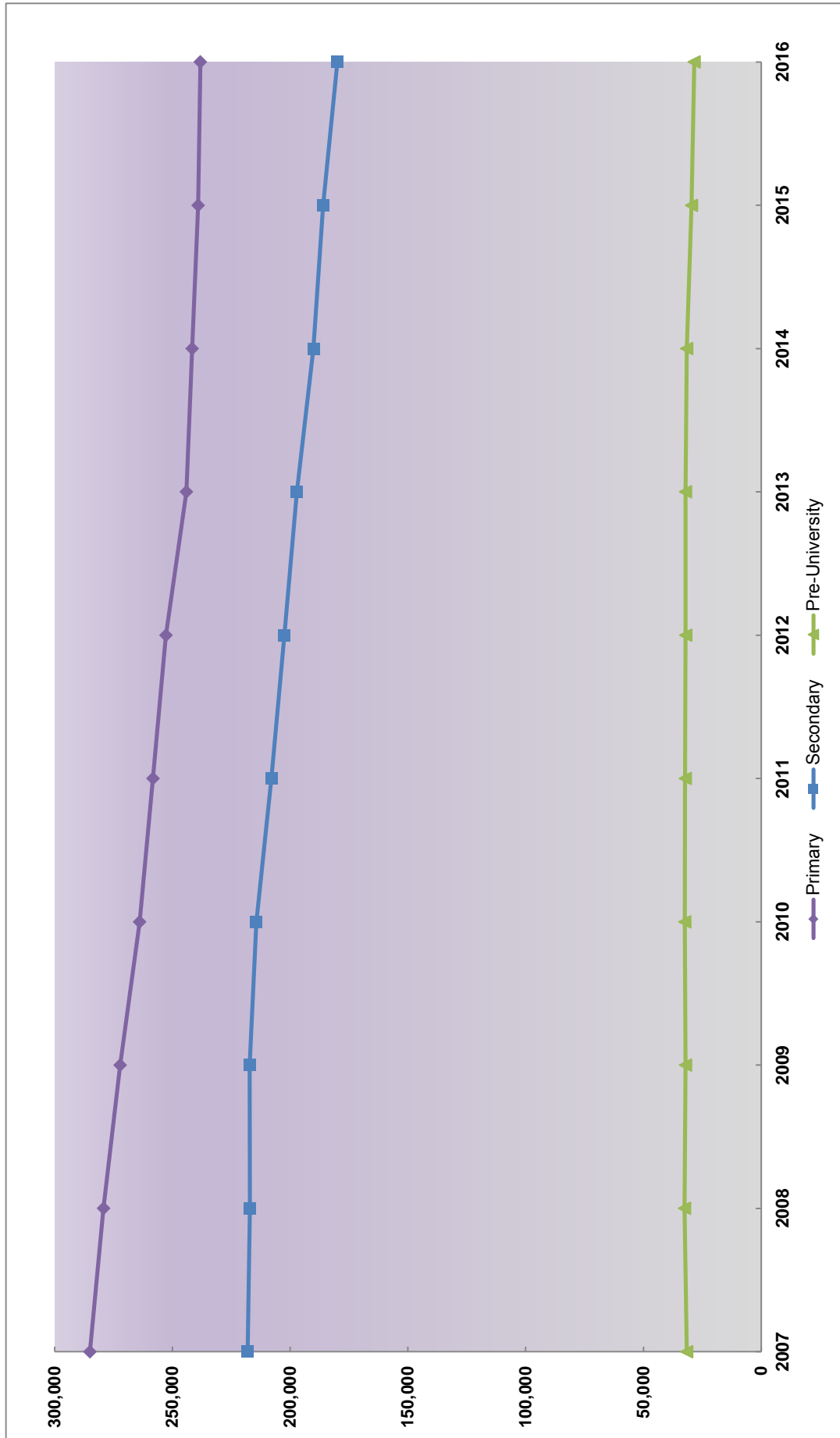
2) "Spec Indep" refers to "Specialised Independent" and "Spec'd" refers to "Specialised".

3) The first junior college (National Junior College) was opened in 1969.

4) Centralised Institute, which provides a 3-year pre-university course leading to A-level certification, was introduced in 1987.

5) Figures exclude the number of Pre-U centres, which are indicated in parentheses. Introduced in 1979, Pre-U centres are schools that offer a 3-year pre-university course leading to A-level certification. They were phased out in 1995 due to falling demand.

ENROLMENT BY LEVEL (Refer to Table 17)



# 17 ENROLMENT BY LEVEL AND SCHOOL TYPE

Year	Sex	Primary			Secondary				Pre-University <sup>1</sup>				Grand Total		
		Govt	Aided	Total	Govt	Aided	Auto <sup>2</sup>	Indep	Total	Govt	Aided	Auto <sup>2</sup>		Indep	Total
1960	MF	139,932	143,104	283,036	26,300	24,623	-	-	50,923	1,298	3,830	-	-	5,128	339,087
	F	61,636	63,430	125,066	8,484	11,607	-	-	20,091	330	1,442	-	-	1,772	146,929
1970	MF	233,692	129,150	362,842	97,997	35,408	-	-	133,405	5,877	3,991	-	-	9,868	506,115
	F	108,947	60,472	169,419	46,472	18,830	-	-	65,302	2,664	1,627	-	-	4,291	239,012
1980	MF	214,187	77,323	291,510	115,185	40,348	-	-	155,533	9,826	6,446	-	-	16,272	463,315
	F	101,232	37,971	139,203	57,734	21,034	-	-	78,768	5,799	3,819	-	-	9,618	227,589
1990	MF	195,994	61,763	257,757	116,693	35,589	-	8,260	160,542	21,107	8,107	-	-	29,214	447,513
	F	91,747	30,437	122,184	56,741	20,036	-	1,654	78,431	12,110	4,268	-	-	16,378	216,993
2000	MF	223,272	82,433	305,705	110,154	27,902	25,262	12,087	175,405	16,452	8,352	-	-	24,804	505,914
	F	106,443	40,964	147,407	50,805	13,659	14,075	5,315	83,854	9,141	4,365	-	-	13,506	244,767
2007	MF	206,678	78,370	285,048	137,626	27,471	38,270	14,695	218,062	19,095	6,949	128	5,455	31,627	534,737
	F	97,710	39,299	137,009	64,094	11,765	23,005	6,270	105,134	10,608	3,888	93	2,557	17,146	259,289
		Govt	Aided	Total	Govt	Aided	Indep	Spec	Spec'd <sup>3</sup>	Govt	Aided	Indep	Spec	Total	
2008	MF	202,547	76,725	279,272	158,328	43,490	13,225	1,367	671	19,845	6,947	5,611	176	32,579	528,932
	F	95,763	38,643	134,406	76,170	21,856	5,796	631	212	11,162	3,864	2,639	84	17,749	256,820
2009	MF	196,830	75,424	272,254	157,904	43,367	13,309	1,567	1,083	19,478	6,712	5,657	263	32,110	521,594
	F	93,145	38,181	131,326	75,849	21,814	5,850	752	361	11,152	3,653	2,668	96	17,569	253,521
2010	MF	189,999	73,907	263,906	155,033	42,934	13,260	1,953	1,208	19,440	6,877	5,717	386	32,420	510,714
	F	90,030	37,507	127,537	74,437	21,661	5,824	945	412	11,100	3,816	2,717	136	17,769	248,585
2011	MF	185,451	72,842	258,293	148,912	42,412	13,118	2,212	1,320	19,138	6,821	5,824	513	32,296	498,563
	F	87,858	36,953	124,811	71,537	21,546	5,789	1,024	450	10,802	3,742	2,782	239	17,565	242,722
2012	MF	180,829	71,906	252,735	143,943	41,620	13,024	2,465	1,468	19,035	6,618	5,811	623	32,087	487,342
	F	85,837	36,617	122,454	69,240	21,119	5,723	1,119	522	10,834	3,536	2,809	332	17,511	237,688
2013	MF	173,721	70,324	244,045	139,542	40,456	12,759	2,693	1,715	19,109	6,545	5,881	630	32,165	473,375
	F	82,692	35,930	118,622	67,269	20,512	5,619	1,200	617	10,797	3,456	2,874	328	17,455	231,294
2014	MF	171,975	69,708	241,683	133,103	39,555	12,585	2,699	2,165	18,755	6,278	5,908	672	31,613	463,403
	F	81,912	35,791	117,703	64,049	20,036	5,585	1,211	783	10,474	3,330	2,870	361	17,035	226,402
2015	MF	169,972	69,130	239,102	129,811	38,594	12,399	2,670	2,562	17,476	5,659	5,717	707	29,559	454,697
	F	81,087	35,521	116,608	62,626	19,502	5,552	1,200	908	9,722	3,085	2,775	385	15,967	222,363
2016	MF	169,389	68,751	238,140	124,845	37,529	12,067	2,665	2,894	16,763	5,308	5,669	702	28,442	446,582
	F	80,871	35,287	116,158	60,536	19,051	5,478	1,158	1,027	9,329	2,893	2,766	381	15,369	218,777

Note: 1) Pre-University includes Junior Colleges, Centralised Institute and Pre-U centres.

2) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-aided schools.

3) "Spec Indep" refers to "Specialised Independent" and "Spec'd" refers to "Specialised".

# 18 PRIMARY ENROLMENT BY LEVEL AND STREAM

Year	Sex	Pri 1	Pri 2	Pri 3	Primary 4			Primary 5 <sup>1</sup>			Primary 6			Total
					Norm	Extd	Mono	Norm	Extd	Mono	Norm	Extd	Mono	
1960	MF	60,049	59,052	51,087	43,395	-	-	38,241	-	-	31,212	-	-	283,036
	F	28,100	26,679	22,424	18,594	-	-	16,484	-	-	12,785	-	-	125,066
1970	MF	55,557	55,070	57,585	59,440	-	-	60,272	-	-	74,918	-	-	362,842
	F	26,856	26,533	27,307	27,970	-	-	28,408	-	-	32,345	-	-	169,419
1980	MF	46,377	49,655	47,495	45,994	4,670	2,189	45,374	-	-	49,756	-	-	291,510
	F	22,460	23,800	22,595	22,015	1,657	650	22,011	-	-	24,015	-	-	139,203
1990	MF	39,317	41,582	41,254	36,086	2,620	1,695	33,444	5,155	1,643	32,508	3,981	2,066	257,757 <sup>2</sup>
	F	18,803	19,789	19,787	17,773	1,001	563	16,384	2,178	584	16,324	1,689	726	122,184
2000	MF	50,204	49,844	50,019	52,116	-	-	10,238	34,369	4,142	9,239	36,959	8,575	305,705
	F	24,215	24,144	24,254	25,156	-	-	5,639	16,238	1,558	5,170	17,757	3,276	147,407
								Merged Stream <sup>3</sup>			Merged Stream			
2007	MF	47,964	44,370	44,502	48,345	-	-	46,618	3,166	3,166	44,834	5,249	5,249	285,048
	F	23,018	21,250	21,492	23,326	-	-	22,866	1,072	1,072	22,140	1,845	1,845	137,009
2008	MF	42,880	47,994	45,019	44,926	-	-	48,307	-	-	44,756	5,390	5,390	279,272
	F	20,678	23,022	21,597	21,716	-	-	23,307	-	-	22,193	1,893	1,893	134,406
2009	MF	42,489	42,765	48,218	45,200	-	-	44,789	-	-	48,793	-	-	272,254
	F	20,659	20,662	23,111	21,692	-	-	21,685	-	-	23,517	-	-	131,326
2010	MF	39,595	42,405	43,022	48,418	-	-	45,141	-	-	45,325	-	-	263,906
	F	19,274	20,635	20,798	23,224	-	-	21,680	-	-	21,926	-	-	127,537
2011	MF	39,295	39,492	42,542	43,165	-	-	48,281	-	-	45,518	-	-	258,293
	F	18,991	19,252	20,712	20,833	-	-	23,165	-	-	21,858	-	-	124,811
2012	MF	39,582	39,258	39,610	42,652	-	-	43,042	-	-	48,591	-	-	252,735
	F	19,300	18,994	19,310	20,780	-	-	20,787	-	-	23,283	-	-	122,454
2013	MF	40,168	39,407	39,273	39,510	-	-	42,384	-	-	43,303	-	-	244,045
	F	19,566	19,232	19,013	19,279	-	-	20,652	-	-	20,880	-	-	118,622
2014	MF	40,927	40,179	39,440	39,252	-	-	39,277	-	-	42,608	-	-	241,683
	F	19,962	19,579	19,245	19,030	-	-	19,168	-	-	20,719	-	-	117,703
2015	MF	40,063	40,774	40,199	39,461	-	-	39,094	-	-	39,511	-	-	239,102
	F	19,633	19,912	19,592	19,273	-	-	18,964	-	-	19,234	-	-	116,608
2016	MF	38,904	40,077	40,733	40,136	-	-	39,252	-	-	39,038	-	-	238,140
	F	18,977	19,642	19,880	19,578	-	-	19,153	-	-	18,928	-	-	116,158

Note: 1) The channelling of Primary 3 students into Primary 4 Normal, Extended and Monolingual streams was replaced in 1992 by channelling at Primary 4 into Primary 5 EM1, EM2 and EM3 streams.

2) Total primary enrolment includes Primary 7 and Primary 8 students from the Extended and Monolingual streams.

3) Since 2004, the distinction between the EM1 and EM2 streams have been removed and schools were given the autonomy to decide on how best to band their students by ability, in ways that added the most educational value. Since 2008, Subject-based Banding was introduced for the Primary 5 cohort and streaming was removed. With Subject-based Banding, students are able to offer a mix of Standard or Foundation level subjects depending on their aptitude in each subject.

## 19.1 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Secondary 1				Secondary 2				Secondary 3						
		Special	Express <sup>1</sup>	Normal (Acad)	Normal (Tech) <sup>2</sup>	Total	Special	Express <sup>1</sup>	Normal (Acad)	Normal (Tech) <sup>2</sup>	Total	Special	Express <sup>1</sup>	Normal (Acad)	Normal (Tech) <sup>2</sup>	Total
1960	MF	-	20,842	-	-	20,842	-	13,048	-	-	13,048	-	9,333	-	-	9,333
1970	F	-	8,040	-	-	8,040	-	5,597	-	-	5,597	-	3,710	-	-	3,710
	MF	-	38,200	-	-	38,200	-	36,970	-	-	36,970	-	30,485	-	-	30,485
1980	F	-	18,886	-	-	18,886	-	17,701	-	-	17,701	-	15,071	-	-	15,071
	MF	1,511	45,489	-	-	47,000	1,737	39,068	-	-	40,805	-	34,803	-	-	34,803
1990	F	800	22,509	-	-	23,309	978	19,765	-	-	20,743	-	17,860	-	-	17,860
	MF	2,354	20,113	13,292	-	35,759	2,278	22,336	13,167	-	37,781	2,228	21,503	12,623	-	36,354
2000	F	1,133	10,027	6,279	-	17,439	1,134	11,114	6,093	-	18,341	1,092	10,790	5,897	-	17,779
	MF	4,182	22,585	9,855	7,795	44,417	3,766	19,939	9,472	5,808	38,985	4,329	22,573	10,609	5,975	43,486
	F	2,239	11,301	4,687	3,160	21,387	1,997	10,126	4,270	2,359	18,752	2,262	11,353	4,738	2,386	20,739
	MF	4,238	27,396	11,981	7,072	50,687	4,277	27,473	13,282	6,994	52,026	4,818	27,856	14,386	6,600	53,660
2007	F	2,380	13,892	5,640	2,593	24,505	2,346	14,201	6,059	2,530	25,136	2,698	14,281	6,386	2,364	25,729
	MF	-	30,873	12,811	6,530	50,214	4,156	27,781	12,879	7,014	51,830	4,751	28,456	14,481	6,869	54,557
2008	F	-	15,958	5,956	2,210	24,124	2,349	14,251	5,976	2,518	25,094	2,574	14,743	6,373	2,478	26,168
	MF	-	30,808	12,489	6,786	50,083	-	31,159	13,445	6,439	51,043	4,626	28,959	13,932	6,923	54,440
2009	F	-	15,882	5,811	2,384	24,077	-	16,222	6,143	2,172	24,537	2,572	14,919	6,214	2,461	26,166
	MF	-	29,785	12,394	6,491	48,670	-	31,296	12,978	6,661	50,935	-	32,933	14,048	6,197	53,178
2010	F	-	15,417	5,832	2,260	23,509	-	16,230	6,023	2,285	24,538	-	17,140	6,287	2,047	25,474
	MF	-	27,732	11,436	6,045	45,213	-	30,226	12,882	6,248	49,356	-	32,869	13,579	6,513	52,961
2011	F	-	14,240	5,475	2,172	21,887	-	15,746	5,984	2,146	23,876	-	17,069	6,151	2,215	25,435
	MF	-	27,293	11,848	6,057	45,198	-	28,038	11,825	5,842	45,705	-	31,387	13,324	6,084	50,795
2012	F	-	13,803	5,636	2,289	21,728	-	14,507	5,551	2,071	22,129	-	16,378	6,083	2,069	24,530
	MF	-	28,870	12,747	6,477	48,094	-	27,671	12,132	5,745	45,548	-	28,897	12,144	5,674	46,715
2013	F	-	14,802	5,955	2,346	23,103	-	14,077	5,695	2,095	21,867	-	15,016	5,554	1,992	22,562
	MF	-	27,490	9,873	5,606	42,969	-	29,241	12,973	6,114	48,328	-	28,619	12,447	5,646	46,712
2014	F	-	13,963	4,713	2,080	20,756	-	15,071	5,988	2,169	23,228	-	14,607	5,698	2,029	22,334
	MF	-	26,736	9,972	5,509	42,217	-	27,719	10,141	5,396	43,256	-	30,007	13,222	5,973	49,202
2015	F	-	13,841	4,556	2,191	20,588	-	14,155	4,791	1,947	20,893	-	15,530	5,927	2,098	23,555
	MF	-	24,613	10,033	4,904	39,550	-	26,976	10,248	5,253	42,477	-	28,387	10,614	5,249	44,250
2016	F	-	12,568	4,795	1,899	19,262	-	14,020	4,651	2,031	20,702	-	14,519	4,870	1,855	21,244

Continued next page

Note: As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.

1) Special and Express streams have been merged since the 2008 Secondary 1 cohort.

2) Normal(Tech) include students on the ITE Skill Certificate (ISC) course.

## 19.2 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Secondary 4					Sec 5	Total				Grand Total
		Special	Express <sup>1</sup>	Normal (Acad)	Normal (Tech) <sup>2</sup>	Total		Special	Express <sup>1</sup>	Normal (Acad)	Normal (Tech) <sup>2</sup>	
1960	MF	-	7,700	-	-	7,700	-	-	50,923	-	-	50,923
	F	-	2,744	-	-	2,744	-	-	20,091	-	-	20,091
1970	MF	-	27,750	-	-	27,750	-	-	133,405	-	-	133,405
	F	-	13,644	-	-	13,644	-	-	65,302	-	-	65,302
1980	MF	-	32,925	-	-	32,925	-	3,248	152,285	-	-	155,533
	F	-	16,856	-	-	16,856	-	1,778	76,990	-	-	78,768
1990	MF	2,167	23,733	13,197	-	39,097	11,551	9,027	87,685	63,830	-	160,542
	F	1,071	11,890	6,249	-	19,210	5,662	4,430	43,821	30,180	-	78,431
2000	MF	4,100	21,299	10,058	5,654	41,111	7,406	16,377	86,396	47,400	25,232	175,405
	F	2,239	10,797	4,457	2,110	19,603	3,373	8,737	43,577	21,525	10,015	83,854
2007	MF	4,894	26,771	13,072	6,788	51,525	10,164	18,227	109,496	62,885	27,454	218,062
	F	2,821	13,840	5,819	2,503	24,983	4,781	10,245	56,214	28,685	9,990	105,134
2008	MF	4,629	26,648	13,333	6,309	50,919	9,561	13,536	113,758	63,065	26,722	217,081
	F	2,647	13,795	5,994	2,239	24,675	4,604	7,570	58,747	28,903	9,445	104,665
2009	MF	4,535	27,488	13,479	6,684	52,186	9,478	9,161	118,414	62,823	26,832	217,230
	F	2,468	14,378	6,052	2,410	25,308	4,538	5,040	61,401	28,758	9,427	104,626
2010	MF	4,053	28,356	13,003	6,661	52,073	9,532	4,053	122,370	61,955	26,010	214,388
	F	2,498	14,509	5,931	2,353	25,291	4,467	2,498	63,296	28,540	8,945	103,279
2011	MF	-	31,984	13,307	5,972	51,263	9,181	-	122,811	60,385	24,778	207,974
	F	-	16,760	6,016	1,960	24,736	4,412	-	63,815	28,038	8,493	100,346
2012	MF	-	32,011	13,084	6,230	51,325	9,497	-	118,729	59,578	24,213	202,520
	F	-	16,717	5,991	2,099	24,807	4,529	-	61,405	27,790	8,528	97,723
2013	MF	-	30,585	12,776	5,829	49,190	7,618	-	116,023	57,417	23,725	197,165
	F	-	16,045	5,862	1,975	23,882	3,803	-	59,940	26,869	8,408	95,217
2014	MF	-	28,293	11,446	5,444	45,183	6,915	-	113,643	53,654	22,810	190,107
	F	-	14,781	5,292	1,903	21,976	3,370	-	58,422	25,061	8,181	91,664
2015	MF	-	28,115	11,784	5,514	45,413	5,948	-	112,577	51,067	22,392	186,036
	F	-	14,411	5,436	1,966	21,813	2,939	-	57,937	23,649	8,202	89,788
2016	MF	-	29,444	12,533	5,892	47,869	5,854	-	109,420	49,282	21,298	180,000
	F	-	15,311	5,694	2,074	23,079	2,963	-	56,418	22,973	7,859	87,250

Note: As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.

1) Special and Express streams have been merged since the 2008 Secondary 1 cohort.

2) Normal(Tech) include students on the ITE Skill Certificate (ISC) course.

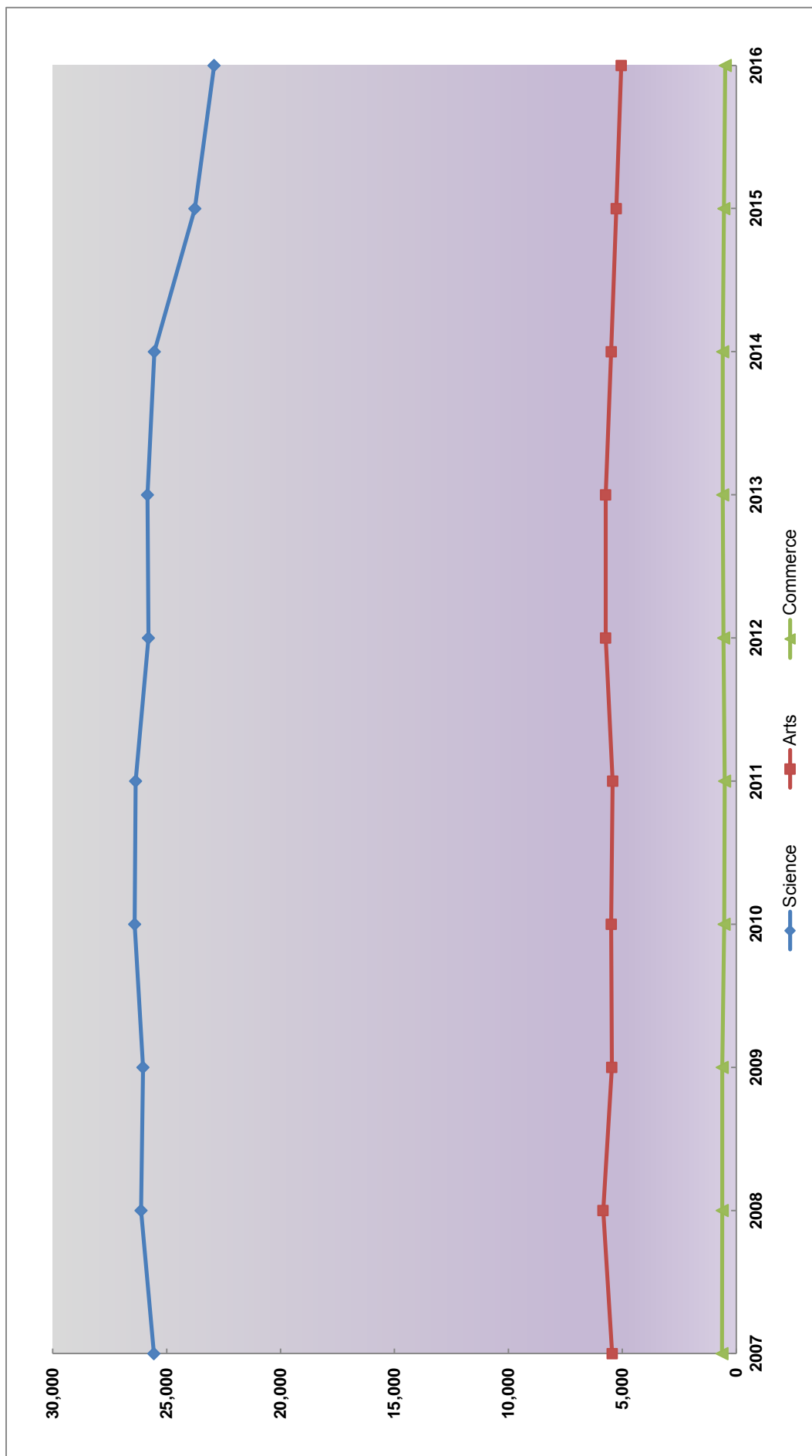
## 20 PRE-UNIVERSITY ENROLMENT BY LEVEL

Year	Sex	Junior College			Centralised Institute			Pre-U Centre <sup>1</sup>				Grand Total	
		JC1	JC2	Total	PU1	PU2	PU3	Total	PU1	PU2	PU3		Total
1960	MF	-	-	-	-	-	-	-	2,809	2,319	-	5,128	5,128
1970	F	-	-	-	-	-	-	-	934	838	-	1,772	1,772
	MF	454	564	1,018	-	-	-	-	4,735	4,115	-	8,850	9,868
1980	F	221	276	497	-	-	-	-	2,091	1,703	-	3,794	4,291
	MF	5,669	5,239	10,908	-	-	-	-	2,911	2,453	-	5,364	16,272
1990	F	3,253	3,069	6,322	-	-	-	-	1,797	1,499	-	3,296	9,618
	MF	11,047	11,048	22,095	1,509	1,067	626	3,202	1,023	1,260	1,634	3,917	29,214
2000	F	5,823	5,802	11,625	1,052	752	427	2,231	668	805	1,049	2,522	16,378
	MF	11,797	11,903	23,700	394	421	289	1,104	-	-	-	-	24,804
	F	6,286	6,520	12,806	257	251	192	700	-	-	-	-	13,506
2007	MF	16,435	13,664	30,099	721	416	391	1,528	-	-	-	-	31,627
2008	F	8,863	7,304	16,167	450	264	265	979	-	-	-	-	17,146
	MF	16,148	14,864	31,012	688	559	320	1,567	-	-	-	-	32,579
2009	F	8,712	8,023	16,735	451	356	207	1,014	-	-	-	-	17,749
	MF	16,121	14,547	30,668	618	467	357	1,442	-	-	-	-	32,110
2010	F	8,810	7,837	16,647	391	303	228	922	-	-	-	-	17,569
	MF	16,327	14,724	31,051	571	441	357	1,369	-	-	-	-	32,420
2011	F	8,836	8,030	16,866	385	283	235	903	-	-	-	-	17,769
	MF	16,195	14,771	30,966	551	432	347	1,330	-	-	-	-	32,296
2012	F	8,742	7,952	16,694	361	276	234	871	-	-	-	-	17,565
	MF	16,155	14,659	30,814	572	364	337	1,273	-	-	-	-	32,087
2013	F	8,801	7,894	16,695	357	240	219	816	-	-	-	-	17,511
	MF	16,261	14,601	30,862	629	372	302	1,303	-	-	-	-	32,165
2014	F	8,742	7,906	16,648	372	234	201	807	-	-	-	-	17,455
	MF	15,337	14,901	30,238	600	485	290	1,375	-	-	-	-	31,613
2015	F	8,256	7,973	16,229	336	285	185	806	-	-	-	-	17,035
	MF	14,043	14,234	28,277	469	441	372	1,282	-	-	-	-	29,559
2016	F	7,537	7,662	15,199	297	249	222	768	-	-	-	-	15,967
	MF	14,122	13,119	27,241	480	336	385	1,201	-	-	-	-	28,442
	F	7,613	7,037	14,650	294	207	218	719	-	-	-	-	15,369

Note: 1) Pre-U Centres were phased out in 1995 due to falling demand.



# PRE-UNIVERSITY ENROLMENT BY COURSE (Refer to Table 21)





## 21 PRE-UNIVERSITY ENROLMENT BY COURSE AND LEVEL

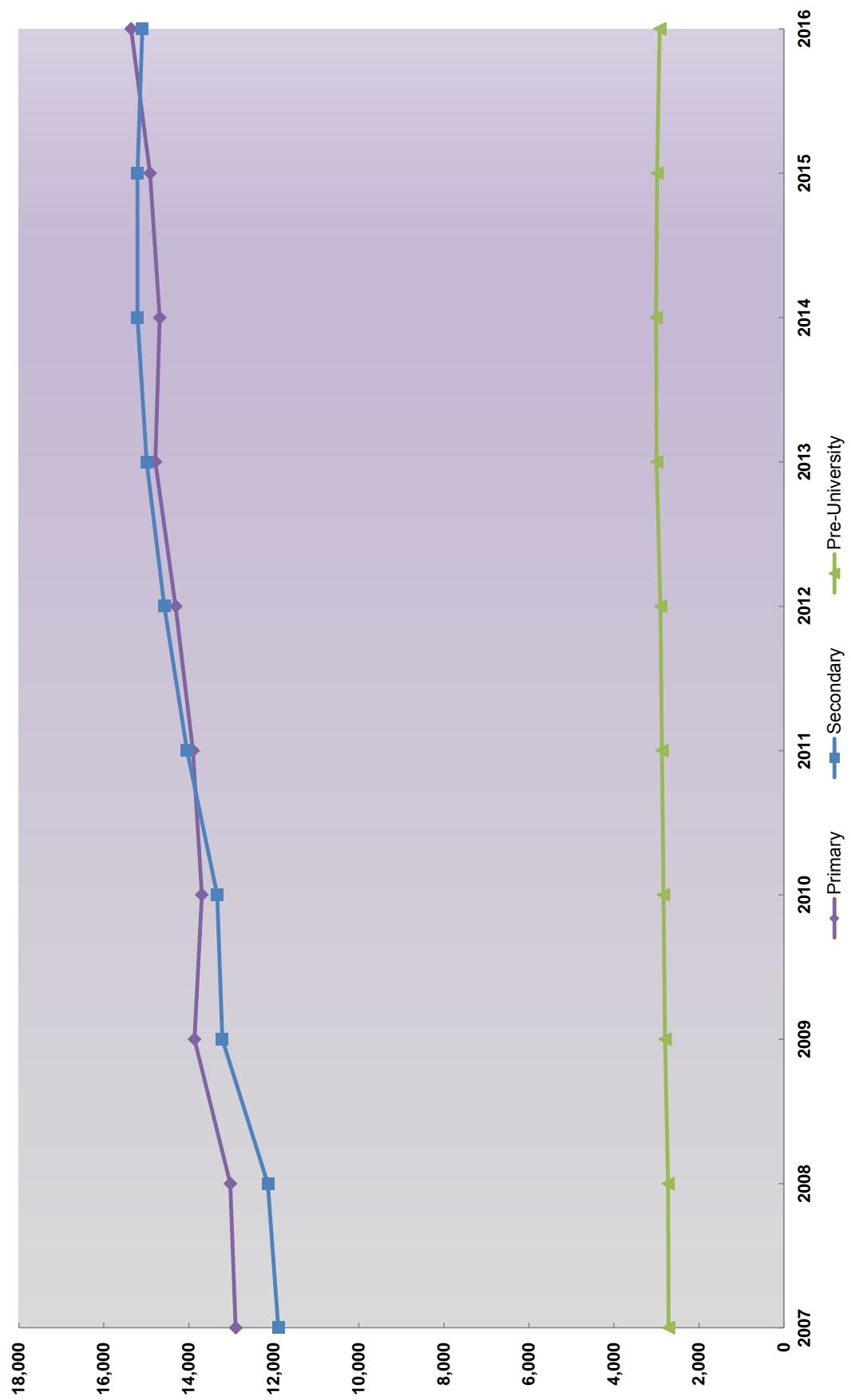
Year	Sex	Arts			Science			Commerce				Total
		JC1	JC2	PU1	PU2	PU3	JC1	JC2	PU1	PU2	PU3	
1960	MF	-	-	NA	NA	-	-	-	-	-	-	5,128
	F	-	-	NA	NA	-	-	-	-	-	-	1,772
1970	MF	x	x	2,596	2,417	-	x	x	160	107	-	9,868
	F	x	x	1,471	1,285	-	x	x	121	62	-	4,291
1980	MF	1,158	1,167	754	1,038	-	3,301	3,220	1,210	852	-	16,272
	F	903	889	521	695	-	1,355	1,456	995	724	-	9,618
1990	MF	1,992	2,056	351	416	575	6,370	6,593	1,901	1,707	1,567	29,214
	F	1,408	1,489	253	269	367	2,464	2,504	1,382	1,208	1,061	16,378
2000	MF	2,442	1,904	138	103	81	9,355	8,262	165	221	161	24,804
	F	1,757	1,392	87	69	55	4,529	3,928	120	144	118	13,506
2007	MF	2,876	2,195	196	87	89	13,559	11,469	278	189	157	31,627
	F	1,940	1,500	132	71	66	6,923	5,804	175	122	111	17,146
2008	MF	2,840	2,560	193	163	86	13,308	12,304	290	199	125	32,579
	F	1,893	1,750	142	119	68	6,819	6,273	182	127	79	17,749
2009	MF	2,682	2,428	147	89	114	13,439	12,119	235	248	129	32,110
	F	1,816	1,631	108	66	83	6,994	6,206	154	154	84	17,569
2010	MF	2,733	2,400	164	127	63	13,594	12,324	184	146	197	32,420
	F	1,835	1,641	123	92	49	7,001	6,389	131	98	128	17,769
2011	MF	2,769	2,331	126	106	89	13,426	12,440	229	144	135	32,296
	F	1,879	1,582	96	69	70	6,863	6,370	158	102	98	17,565
2012	MF	3,025	2,451	101	68	87	13,130	12,208	288	150	118	32,087
	F	2,069	1,681	76	56	58	6,732	6,213	181	104	87	17,511
2013	MF	2,854	2,614	135	68	58	13,407	11,987	283	167	139	32,165
	F	1,957	1,833	96	51	49	6,785	6,073	176	106	98	17,455
2014	MF	2,697	2,467	168	94	59	12,640	12,434	233	224	131	31,613
	F	1,873	1,726	124	67	45	6,383	6,247	134	136	85	17,035
2015	MF	2,508	2,455	113	99	86	11,535	11,779	192	181	167	29,559
	F	1,753	1,743	85	79	61	5,784	5,919	109	110	101	15,967
2016	MF	2,443	2,314	131	75	81	11,679	10,805	182	132	164	28,442
	F	1,732	1,620	96	56	66	5,881	5,417	110	79	98	15,369

Note: "NA" - Courses for 1960 are not available.

"x" - Figures for JC are included under PU1 & PU2.

Since 2006, as part of a new broad-based JC education, students are required to do at least one subject outside their area of specialisation. For example, a Science course student is required to take at least one Humanities subject and an Arts course student is required to take at least one Science subject.

NUMBER OF TEACHERS BY LEVEL (Refer to Table 22)

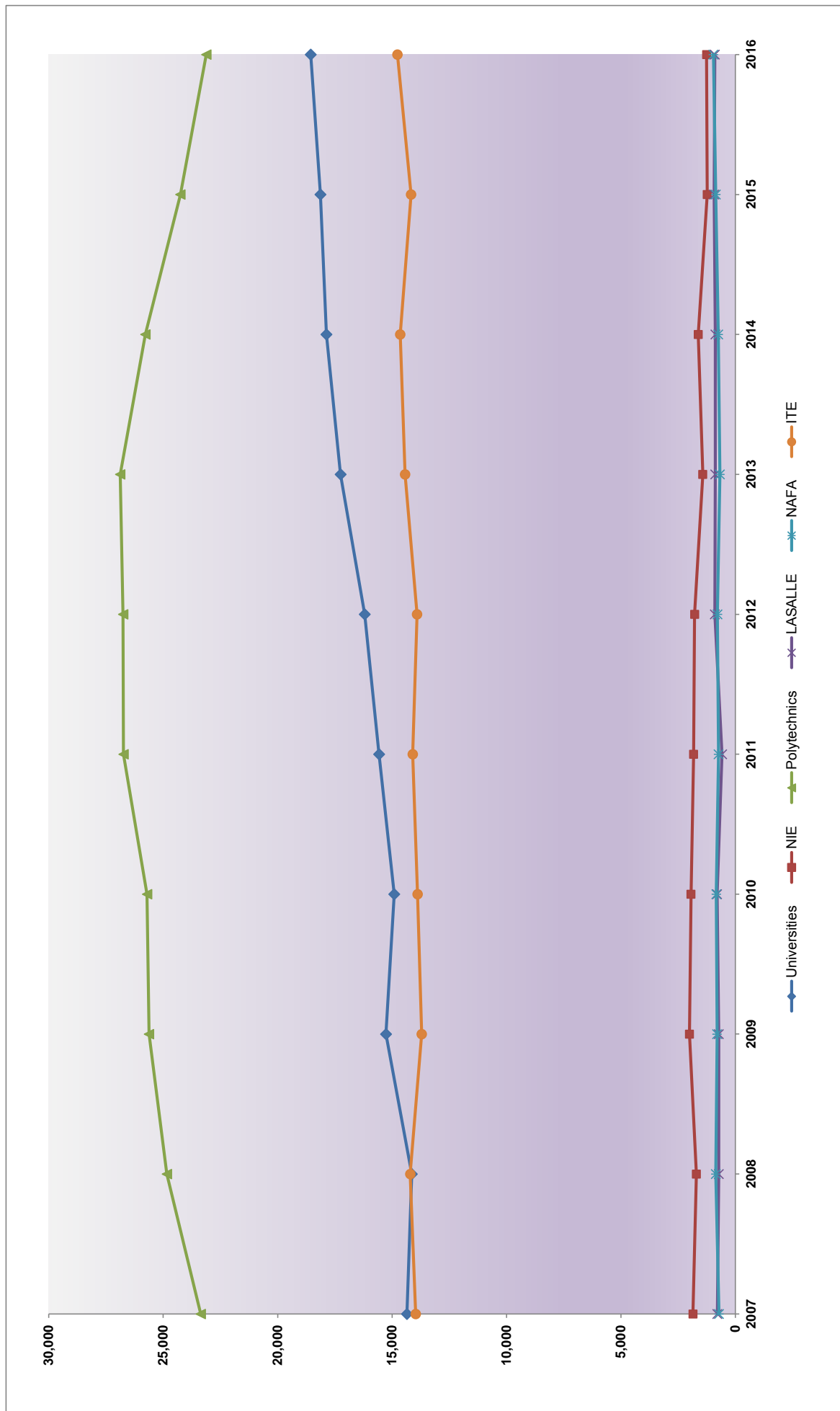


# 22 NUMBER OF TEACHERS BY LEVEL AND SCHOOL TYPE

Year	Sex	Primary		Secondary					Pre-University					Grand Total	
		Govt	Aided	Total	Govt	Aided	Auto <sup>1</sup>	Indep	Total	Govt	Aided	Auto <sup>1</sup>	Indep		Total
1960	MF	4,283	4,316	8,599	979	1,025	-	-	2,004	-	-	-	-	-	10,603
	F	1,944	2,377	4,321	248	426	-	-	674	-	-	-	-	-	4,995
1970	MF	8,044	4,172	12,216	4,847	1,598	-	-	6,445	x	x	-	-	-	18,661
	F	5,485	2,569	8,054	2,155	776	-	-	2,931	x	x	-	-	-	10,985
1980	MF	7,244	2,837	10,081	5,605	2,234	-	-	7,839	x	x	-	-	-	17,920
	F	4,834	1,908	6,742	3,013	1,304	-	-	4,317	x	x	-	-	-	11,059
1990	MF	7,848	2,158	10,006	5,660	1,533	-	393	7,586	1,038	502	-	-	1,540	19,132
	F	5,560	1,673	7,233	3,395	1,047	-	269	4,711	661	323	-	-	984	12,928
2000	MF	8,659	3,264	11,923	5,791	1,559	1,026	756	9,132	1,245	640	-	-	1,885	22,940
	F	6,822	2,767	9,589	3,650	1,068	722	545	5,985	730	376	-	-	1,106	16,680
2007	MF	9,284	3,613	12,897	7,239	1,473	2,154	1,026	11,892	1,665	576	x	475	2,716	27,505
	F	7,589	3,061	10,650	4,744	955	1,504	672	7,875	963	349	x	248	1,560	20,085
		Govt	Aided	Total	Govt	Aided	Indep	Spec	Spec'd	Govt	Aided	Indep	Total		
2008	MF	9,434	3,589	13,023	8,586	2,404	1,009	105	39	1,658	564	506	2,728	27,894	
	F	7,694	3,011	10,705	5,628	1,641	673	58	15	962	330	272	1,564	20,284	
2009	MF	10,066	3,798	13,864	9,378	2,561	1,080	140	55	1,707	570	520	2,797	29,875	
	F	8,200	3,205	11,405	6,200	1,735	712	80	22	1,002	331	286	1,619	21,773	
2010	MF	9,892	3,801	13,693	9,496	2,515	1,078	185	58	1,714	600	523	2,837	29,862	
	F	8,012	3,219	11,231	6,219	1,722	699	109	23	995	348	284	1,627	21,630	
2011	MF	9,936	3,967	13,903	9,859	2,716	1,064	259	145	1,730	616	523	2,869	30,815	
	F	8,011	3,341	11,352	6,429	1,836	701	153	54	1,005	355	288	1,648	22,173	
2012	MF	10,219	4,090	14,309	10,181	2,821	1,100	309	163	1,756	618	534	2,908	31,791	
	F	8,243	3,446	11,689	6,631	1,896	727	180	62	1,033	359	300	1,692	22,877	
2013	MF	10,553	4,235	14,788	10,416	2,924	1,086	358	209	1,813	638	547	2,998	32,779	
	F	8,496	3,550	12,046	6,778	1,953	716	201	83	1,074	368	290	1,732	23,509	
2014	MF	10,541	4,142	14,683	10,538	2,996	1,079	349	246	1,840	633	534	3,007	32,898	
	F	8,472	3,478	11,950	6,814	2,007	706	194	101	1,085	370	284	1,739	23,511	
2015	MF	10,740	4,174	14,914	10,541	2,967	1,064	353	282	1,814	613	557	2,984	33,105	
	F	8,617	3,497	12,114	6,775	1,989	685	203	121	1,053	353	294	1,700	23,587	
2016	MF	11,161	4,196	15,357	10,356	2,972	1,064	386	318	1,820	574	531	2,925	33,378	
	F	8,911	3,506	12,417	6,640	1,990	685	228	142	1,052	338	282	1,672	23,774	

Note: Data is correct as at 31 December in each year. (Prior to 1996, data is correct as at June in each year.)  
 "x" - figures for JC section are included under Secondary.  
 1) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-Aided schools.

INTAKE: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 23)



23 INTAKE<sup>1</sup>: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities <sup>2</sup>							Polytechnics <sup>4</sup>						LASALLE		NAFA		ITE <sup>6</sup>
		NUS	Nanyang U.	NTU	SMU	SIT	SUTD	UniSIM	Total	NIE <sup>3</sup>	S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree <sup>5</sup>	
1960	MF	532	651	-	-	-	-	-	1,183	890	874	-	-	-	-	874	-	-	-
	F	189	137	-	-	-	-	-	326	433	51	-	-	-	-	51	-	-	-
1970	MF	1,390	685	-	-	-	-	-	2,075	1,293	1,617	302	-	-	-	1,919	-	-	3,348
	F	530	366	-	-	-	-	-	896	986	109	74	-	-	-	183	-	-	246
1980	MF	3,002	-	-	-	-	-	-	3,002	875	3,479	1,112	-	-	-	4,591	-	-	3,145
	F	1,524	-	-	-	-	-	-	1,524	748	736	379	-	-	-	1,115	-	-	230
1990	MF	5,053	-	1,875	-	-	-	-	6,928	1,185	4,336	4,453	735	-	-	9,524	-	-	9,221
	F	2,430	-	1,046	-	-	-	-	3,476	895	1,553	1,902	552	-	-	4,007	-	-	3,352
2000	MF	6,421	-	4,506	305	-	-	-	11,232	2,186	4,446	4,673	4,519	3,881	-	17,519	-	-	9,772
	F	3,437	-	2,113	212	-	-	-	5,762	1,564	1,843	2,236	2,244	1,985	-	8,308	-	-	3,248
2007	MF	6,554	-	6,196	1,603	-	-	-	14,353	1,852	5,006	4,817	4,833	4,965	3,741	23,362	790	-	13,967
	F	3,710	-	3,201	896	-	-	-	7,807	1,292	1,804	2,355	2,399	2,683	1,947	11,188	540	-	5,064
2008	MF	6,432	-	6,033	1,670	-	-	-	14,135	1,702	5,193	5,278	5,023	5,279	4,065	24,838	728	-	14,205
	F	3,389	-	3,039	952	-	-	-	7,380	1,158	2,009	2,578	2,489	2,700	2,117	11,953	460	-	5,318
2009	MF	6,775	-	6,719	1,770	-	-	-	15,264	2,003	5,289	5,300	5,080	5,338	4,617	25,624	727	-	13,705
	F	3,426	-	3,379	889	-	-	-	7,694	1,390	2,152	2,572	2,545	2,782	2,447	12,498	455	-	5,314
2010	MF	6,568	-	6,132	1,686	523	-	-	14,909	1,939	5,429	5,387	5,067	5,482	4,342	25,707	795	-	13,886
	F	3,405	-	2,951	823	275	-	-	7,454	1,327	2,260	2,573	2,604	2,933	2,292	12,662	530	-	5,248
2011	MF	6,724	-	6,177	1,729	936	-	-	15,566	1,827	5,348	5,466	5,377	5,538	5,008	26,737	580	-	14,098
	F	3,566	-	3,026	869	472	-	-	7,933	1,258	2,115	2,643	2,666	2,797	2,580	12,801	341	-	5,484
2012	MF	6,733	-	5,905	1,930	1,304	327	-	16,199	1,782	5,407	5,561	5,370	5,116	5,300	26,754	495	398	13,906
	F	3,545	-	3,028	1,121	597	149	-	8,440	1,198	2,094	2,682	2,652	2,615	2,834	12,877	312	278	5,144
2013	MF	6,892	-	6,660	1,924	1,510	265	-	17,251	1,424	5,364	5,487	5,370	5,604	5,054	26,879	456	422	14,432
	F	3,685	-	3,537	983	627	103	-	8,935	946	2,071	2,620	2,630	2,915	2,706	12,942	289	282	5,459
2014	MF	7,108	-	6,480	1,912	1,836	317	217	17,870	1,623	5,312	5,145	5,270	5,349	4,701	25,777	427	447	14,641
	F	3,857	-	3,153	908	813	125	145	9,001	1,097	2,092	2,512	2,654	2,756	2,523	12,537	285	306	5,574
2015	MF	6,935	-	6,525	1,944	2,076	362	284	18,126	1,231	4,814	4,872	4,800	4,959	4,806	24,251	424	502	14,173
	F	3,720	-	3,140	1,062	907	167	196	9,192	831	1,928	2,383	2,389	2,582	2,493	11,775	263	359	5,204
2016	MF	7,011	-	6,138	1,961	2,559	460	423	18,552	1,256	4,737	4,728	4,641	4,766	4,249	23,121	388	510	14,763
	F	3,680	-	2,964	1,052	1,196	172	286	9,350	884	1,828	2,374	2,156	2,388	2,272	11,018	240	368	5,635

Note: 1) Intake figures include students who entered directly into the second and subsequent years.

2) University figures are for first degree only.

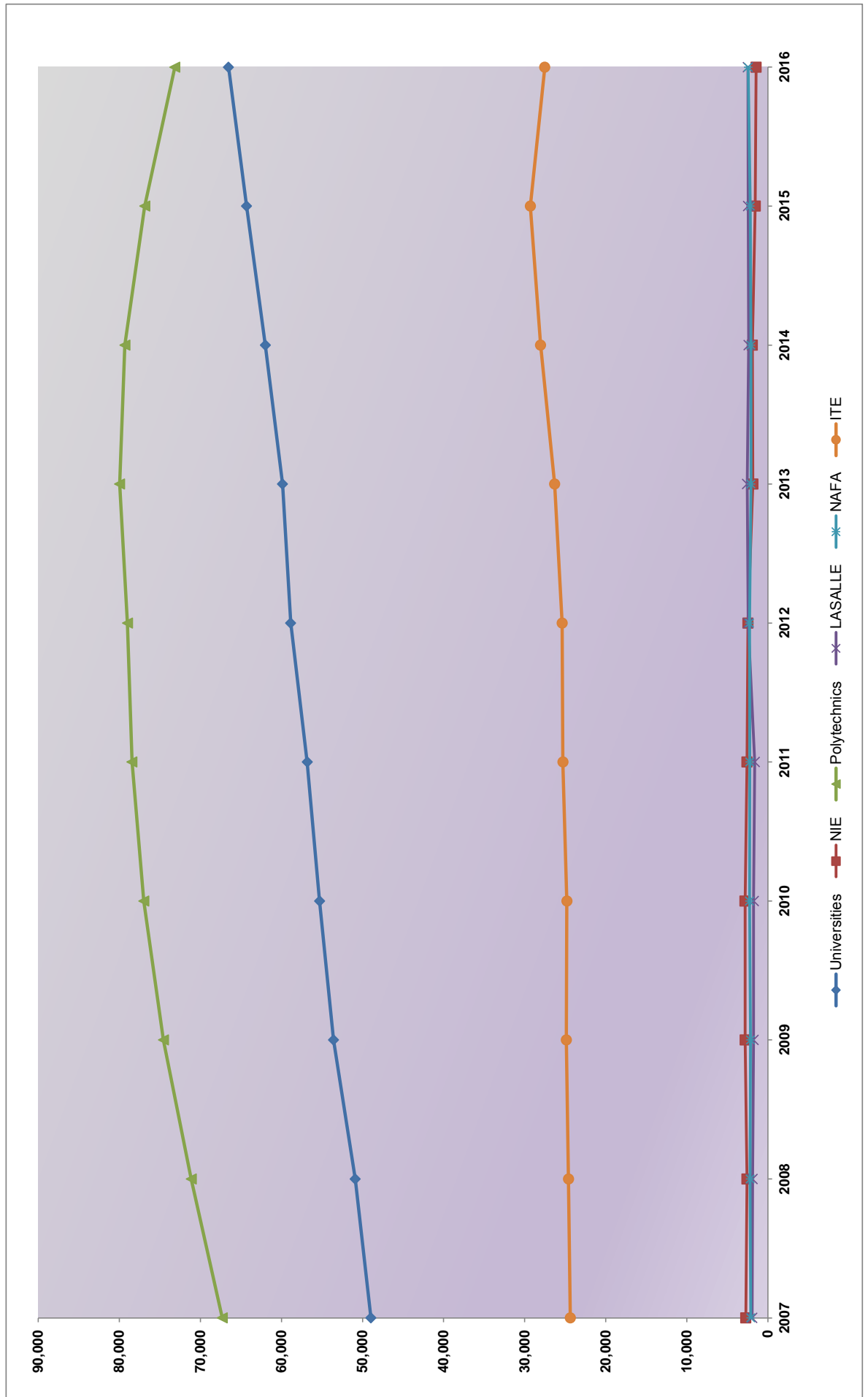
3) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

4) Polytechnic figures are for full-time diploma courses only.

5) LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.

6) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 24)



24 ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities <sup>1</sup>						NIE <sup>2</sup>	Polytechnics <sup>3</sup>						LASALLE		NAFA		ITE <sup>5</sup>	
		NUS	Nanyang U.	NTU	SMU	SIT	SUTD		UniSIM	Total	S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree <sup>4</sup>		
1960	MF	1,641	1,861	-	-	-	-	-	3,502	2,327	2,332	-	-	-	2,332	-	-	-	-	-
	F	426	378	-	-	-	-	-	804	1,202	55	-	-	-	55	-	-	-	-	-
1970	MF	4,751	2,310	-	-	-	-	-	7,061	2,001	2,185	609	-	-	2,794	-	-	-	-	4,727
	F	1,531	918	-	-	-	-	-	2,449	1,390	155	163	-	-	318	-	-	-	-	326
1980	MF	8,634	-	-	-	-	-	-	8,634	2,328	5,004	2,831	-	-	7,835	-	-	-	-	12,543
	F	3,926	-	-	-	-	-	-	3,926	1,977	1,036	782	-	-	1,818	-	-	-	-	2,414
1990	MF	15,193	-	6,812	-	-	-	-	22,005	1,577	11,348	11,995	735	-	24,078	-	-	-	-	15,919
	F	8,107	-	2,689	-	-	-	-	10,796	1,212	3,878	4,817	552	-	9,247	-	-	-	-	5,304
2000	MF	21,233	-	14,583	305	-	-	-	36,121	3,072	13,459	14,378	12,733	11,463	52,033	-	-	-	-	15,974
	F	11,341	-	6,223	212	-	-	-	17,776	2,247	5,408	6,419	6,446	5,989	24,262	-	-	-	-	4,343
2007	MF	23,578	-	20,206	5,178	-	-	-	48,962	2,725	14,399	14,687	15,243	14,874	8,087	67,290	1,948	-	2,114	24,370
	F	12,396	-	9,769	2,758	-	-	-	24,923	1,878	5,249	7,007	7,541	7,732	4,205	31,734	1,228	-	1,396	8,235
2008	MF	24,086	-	21,097	5,721	-	-	-	50,904	2,581	14,986	15,123	15,615	15,225	10,188	71,137	1,887	-	2,190	24,593
	F	12,663	-	10,409	2,993	-	-	-	26,065	1,758	5,605	7,214	7,587	7,866	5,257	33,529	1,202	-	1,475	8,479
2009	MF	24,798	-	22,450	6,331	-	-	-	53,579	2,804	15,523	15,417	15,791	15,656	12,179	74,566	1,771	-	2,144	24,846
	F	12,944	-	11,105	3,295	-	-	-	27,344	1,896	6,034	7,436	7,676	8,150	6,304	35,600	1,143	-	1,460	8,844
2010	MF	25,189	-	22,862	6,721	523	-	-	55,295	2,816	15,928	15,942	15,933	16,183	13,003	76,989	1,754	-	2,269	24,789
	F	13,067	-	11,389	3,525	275	-	-	28,256	1,886	6,453	7,655	7,804	8,387	6,729	37,028	1,137	-	1,532	8,856
2011	MF	25,513	-	23,040	6,853	1,416	-	-	56,822	2,579	15,949	16,139	16,020	16,408	13,927	78,443	1,623	-	2,217	25,279
	F	13,066	-	11,354	3,523	732	-	-	28,675	1,759	6,432	7,703	7,894	8,440	7,209	37,678	1,011	-	1,510	9,158
2012	MF	25,979	-	22,862	7,108	2,587	327	-	58,863	2,445	15,972	16,430	16,005	16,076	14,520	79,003	1,353	1,081	2,225	43
	F	13,295	-	11,386	3,684	1,246	149	-	29,760	1,624	6,327	7,788	7,855	8,197	7,583	37,750	854	771	1,531	22
2013	MF	26,156	-	22,777	7,297	3,051	583	-	59,864	1,838	15,878	16,581	16,250	16,266	14,995	79,970	1,253	1,290	2,037	51
	F	13,532	-	11,517	3,789	1,317	249	-	30,404	1,216	6,167	7,866	7,934	8,242	7,910	38,119	769	956	1,419	25
2014	MF	26,797	-	23,021	7,515	3,557	886	217	61,993	1,913	15,905	16,227	16,138	16,092	14,952	79,314	1,190	1,176	2,022	53
	F	14,042	-	11,623	3,883	1,482	363	145	31,538	1,313	6,175	7,758	7,900	8,189	7,914	37,936	773	846	1,440	31
2015	MF	27,288	-	23,512	7,740	4,039	1,235	489	64,303	1,549	15,297	15,611	15,425	15,842	14,690	76,865	1,173	1,262	2,106	59
	F	14,423	-	11,860	4,062	1,693	522	330	32,890	1,015	6,022	7,465	7,585	8,177	7,736	36,985	765	905	1,483	40
2016	MF	27,702	-	23,495	7,827	5,230	1,381	896	66,531	1,443	14,671	14,866	14,662	15,035	13,915	73,149	1,150	1,311	2,390	50
	F	14,617	-	11,633	4,047	2,306	551	609	33,763	1,010	5,766	7,243	7,115	7,661	7,343	35,128	741	946	1,745	31

Note: 1) University figures are for 1st degree only.

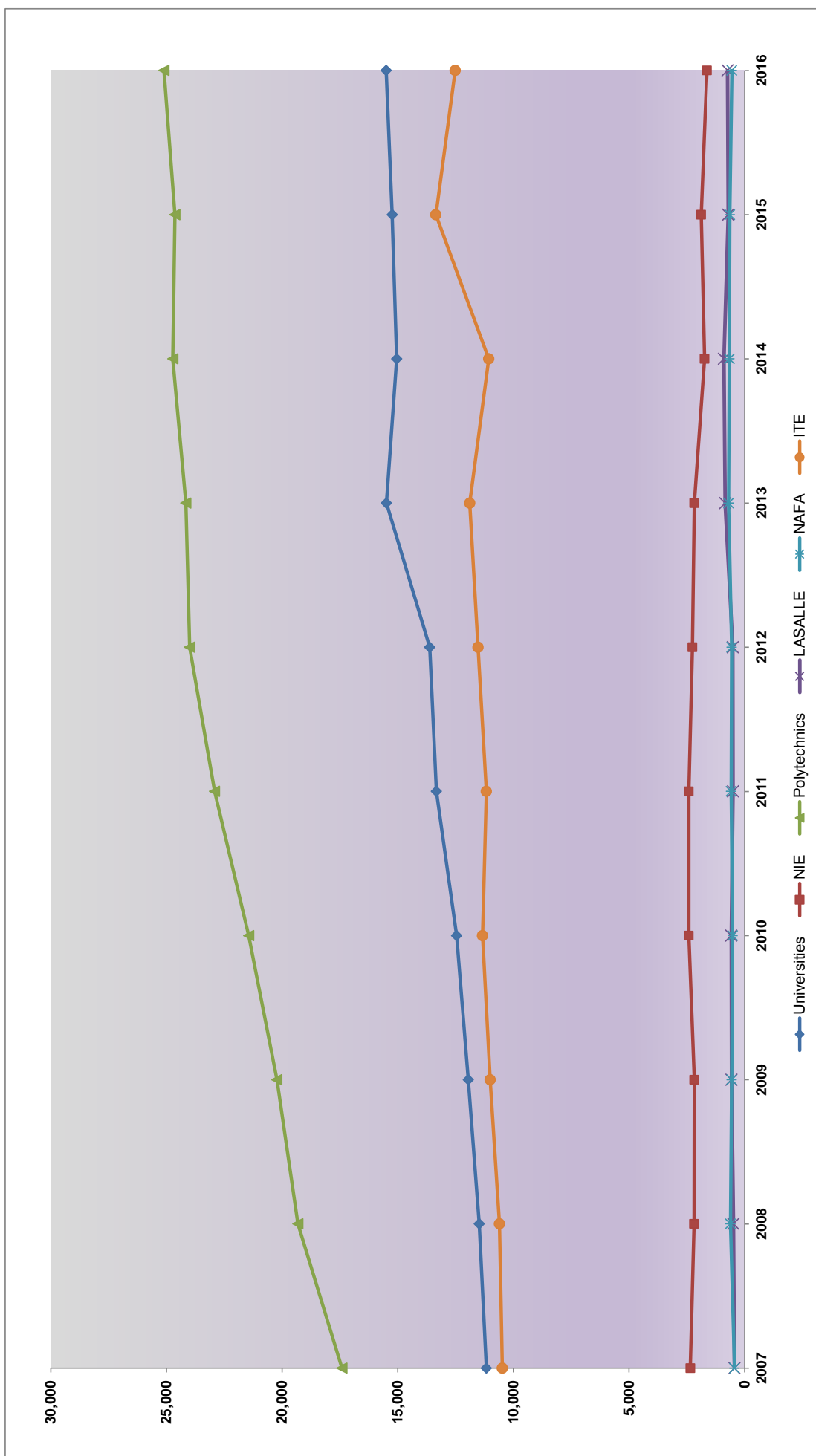
2) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

3) Polytechnic figures are for full-time diploma courses only.

4) LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.

5) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 25)





25 GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities <sup>1</sup>						NIE <sup>2</sup>	Polytechnics <sup>3</sup>						LASALLE		NAFA		ITE <sup>5</sup>	
		NUS	Nanyang U.	NTU	SMU	SIT	SUTD		UniSIM	Total	S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree <sup>4</sup>		Diploma
1960	MF	593	437	-	-	-	-	-	1,030	-	-	-	-	-	-	-	-	-	-	-
1970	F	196	95	-	-	-	-	-	291	-	-	-	-	-	-	-	-	-	-	-
	MF	1,220	556	-	-	-	-	-	1,776	436	-	-	-	-	436	-	-	-	-	1,426
1980	F	378	168	-	-	-	-	-	546	7	-	-	-	-	7	-	-	-	-	134
	MF	2,187	687	-	-	-	-	-	2,874	1,969	584	-	-	-	2,553	-	-	-	-	7,862
1990	F	1,070	250	-	-	-	-	-	1,320	378	136	-	-	-	514	-	-	-	-	1,145
	MF	4,001	-	1,333	-	-	-	-	5,334	3,112	3,087	-	-	-	6,199	-	-	-	-	7,469
2000	F	2,307	-	510	-	-	-	-	2,817	1,011	1,233	-	-	-	2,244	-	-	-	-	2,889
	MF	5,631	-	3,613	-	-	-	-	9,244	3,974	4,187	3,336	2,562	-	14,059	-	-	-	-	7,650
2007	F	3,270	-	1,583	-	-	-	-	4,853	1,619	1,844	1,776	1,471	-	6,710	-	-	-	-	2,429
	MF	5,500	-	4,845	826	-	-	-	11,171	3,953	4,013	3,928	4,591	928	17,413	438	-	441	-	10,479
2008	F	2,943	-	2,127	500	-	-	-	5,570	1,532	1,911	2,003	2,645	435	8,526	268	-	293	-	4,019
	MF	5,601	-	4,808	1,063	-	-	-	11,472	4,250	4,504	4,565	4,447	1,551	19,317	481	-	610	-	10,600
2009	F	2,982	-	2,286	686	-	-	-	5,954	1,644	2,247	2,399	2,391	815	9,496	296	-	409	-	4,059
	MF	5,779	-	5,058	1,110	-	-	-	11,947	4,334	4,581	4,815	4,388	2,106	20,224	566	-	559	-	10,999
2010	F	3,012	-	2,570	562	-	-	-	6,144	1,610	2,186	2,396	2,279	1,119	9,590	351	-	389	-	4,311
	MF	5,833	-	5,412	1,206	-	-	-	12,451	4,627	4,534	4,848	4,483	2,953	21,445	578	-	518	-	11,334
2011	F	3,124	-	2,544	546	-	-	-	6,214	1,700	2,237	2,429	2,502	1,594	10,462	371	-	365	-	4,488
	MF	6,088	-	5,733	1,504	-	-	-	13,325	4,921	4,857	5,020	4,829	3,291	22,918	499	-	583	-	11,165
2012	F	3,403	-	2,951	831	-	-	-	7,185	1,982	2,437	2,429	2,536	1,722	11,106	333	-	409	-	4,326
	MF	5,969	-	5,807	1,603	233	-	-	13,612	5,016	4,955	5,133	4,965	3,930	23,999	511	-	564	-	11,530
2013	F	3,149	-	2,909	919	134	-	-	7,111	2,060	2,432	2,545	2,644	2,083	11,764	316	-	390	-	4,425
	MF	6,395	-	6,476	1,659	958	-	-	15,488	5,082	4,983	4,886	5,146	4,060	24,157	406	435	674	18	11,888
2014	F	3,281	-	3,310	834	559	-	-	7,984	2,141	2,420	2,447	2,729	2,123	11,860	282	291	458	9	4,580
	MF	6,210	-	5,993	1,602	1,236	-	-	15,041	5,026	5,166	5,116	4,983	4,430	24,721	371	520	633	25	11,062
2015	F	3,224	-	2,951	772	583	-	-	7,530	1,995	2,513	2,559	2,603	2,342	12,012	222	397	439	13	3,883
	MF	6,179	-	5,756	1,639	1,364	298	-	15,236	5,057	5,182	5,119	4,642	4,631	24,631	346	363	617	24	13,351
2016	F	3,192	-	2,777	840	602	136	-	7,547	1,988	2,568	2,529	2,400	2,496	11,981	218	260	436	11	5,140
	MF	6,305	-	5,856	1,804	1,285	246	-	15,496	5,007	5,258	5,064	5,161	4,614	25,104	331	407	527	25	12,516
2017	F	3,332	-	3,066	1,030	539	93	-	8,060	1,984	2,512	2,495	2,727	2,493	12,211	226	286	365	18	4,863

Note: 1) University figures are for first degree only.

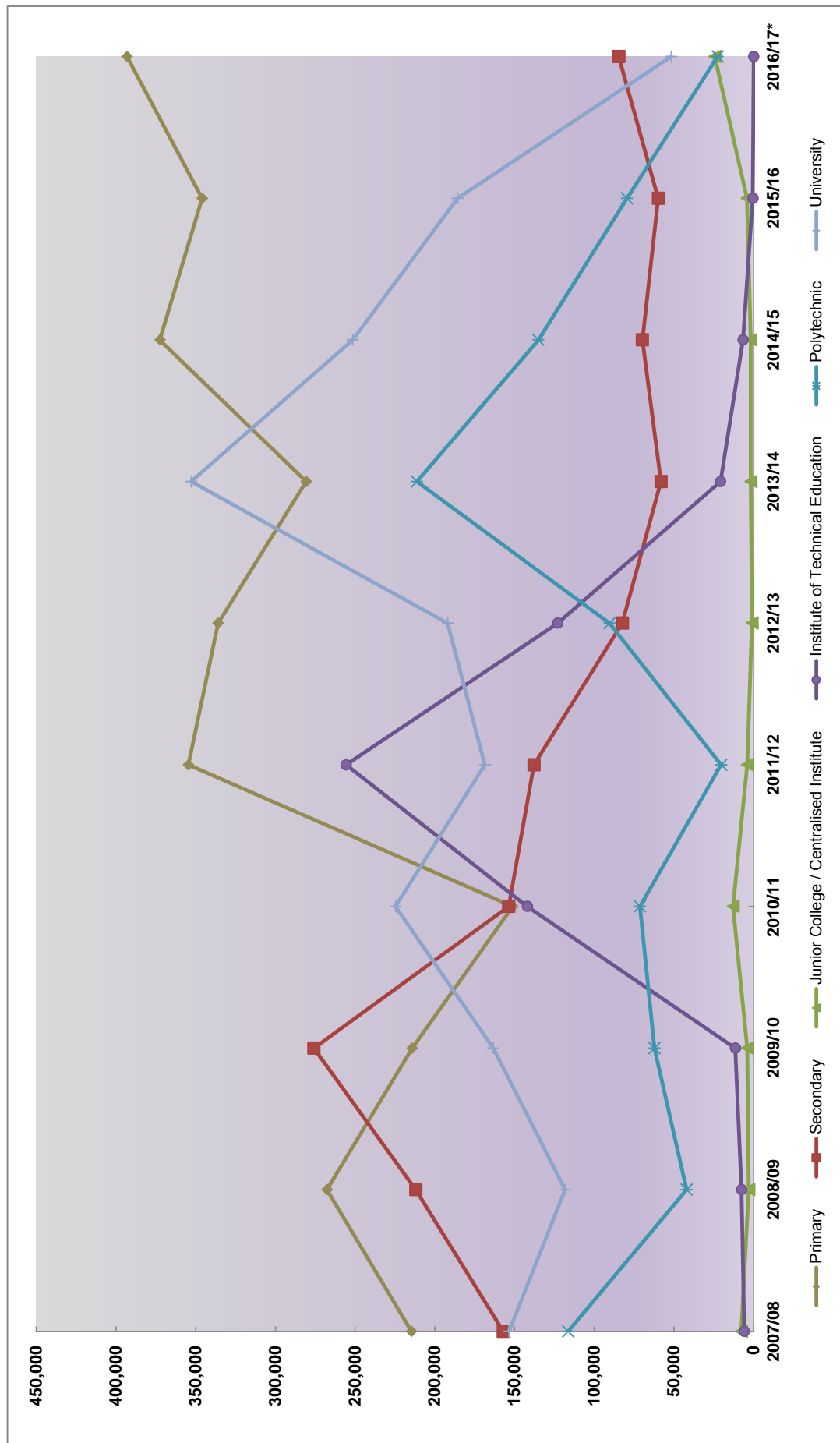
2) National Institute of Education figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

3) Polytechnic figures are for full-time diploma courses only.

4) LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.

5) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices. Figures for 2001 and earlier include ITE students who completed their programmes without receiving certificates.

GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 26)



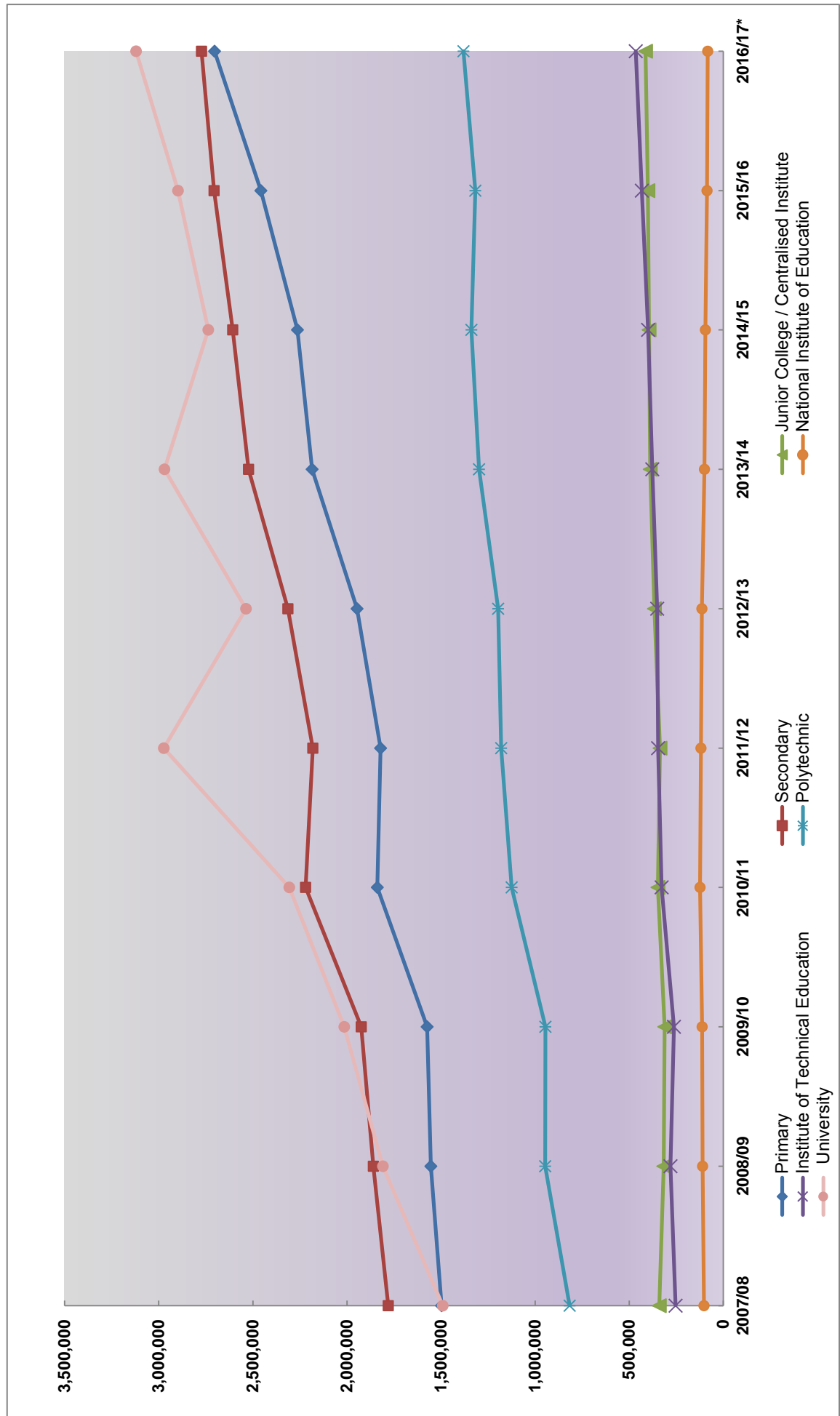
## 26 GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others <sup>1</sup>	Total
2002/03	182,329	368,489	272,914	89,749	120,861	308,888	7,699	384,117	2,414	36,100	1,773,560
2003/04	43,497	195,005	284,099	41,513	130,530	146,433	200	302,293	6,270	67,803	1,217,643
2004/05	42,304	125,777	233,314	64,569	103,168	183,424	2,890	453,944	6,367	23,640	1,239,397
2005/06	44,835	72,258	131,273	46,232	37,596	262,858	0	247,374	1,240	23,312	866,978
2006/07	42,425	78,447	104,640	14,811	70,167	152,823	0	137,496	2,035	4,725	607,569
2007/08	58,358	214,637	157,152	7,793	5,960	116,371	0	153,564	20,495	7,713	742,043
2008/09	69,595	267,672	212,062	3,161	7,666	42,076	958	118,307	29,204	2,472	753,173
2009/10	74,776	214,235	275,916	4,020	11,510	62,297	9,417	163,371	27,721	3,884	847,147
2010/11	104,467	151,204	153,719	12,910	142,006	71,379	1,298	224,661	14,048	1,044	876,736
2011/12	82,970	354,602	137,802	4,081	255,687	20,417	0	168,610	17,899	389	1,042,457
2012/13	31,521	335,973	82,431	1,003	122,940	90,434	0	191,961	3,336	0	859,599
2013/14	45,810	280,695	58,199	1,883	20,780	211,214	0	352,817	1,609	438	973,445
2014/15	46,671	372,492	69,847	1,921	6,774	135,099	0	251,570	76	1,563	886,013
2015/16	23,304	345,975	59,858	4,176	535	79,498	0	185,668	201	0	699,215
2016/17*	80,602	393,037	84,641	24,419	0	22,618	0	51,707	1,482	1,494	660,000

Note : \* Preliminary figures

1) Includes ISEAS - Yusof Ishak Institute, Science Centre Board, Nanyang Academy of Fine Arts, LASALLE College of the Arts, and Singapore Examinations and Assessment Board and SkillsFuture Singapore Agency.

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 27)



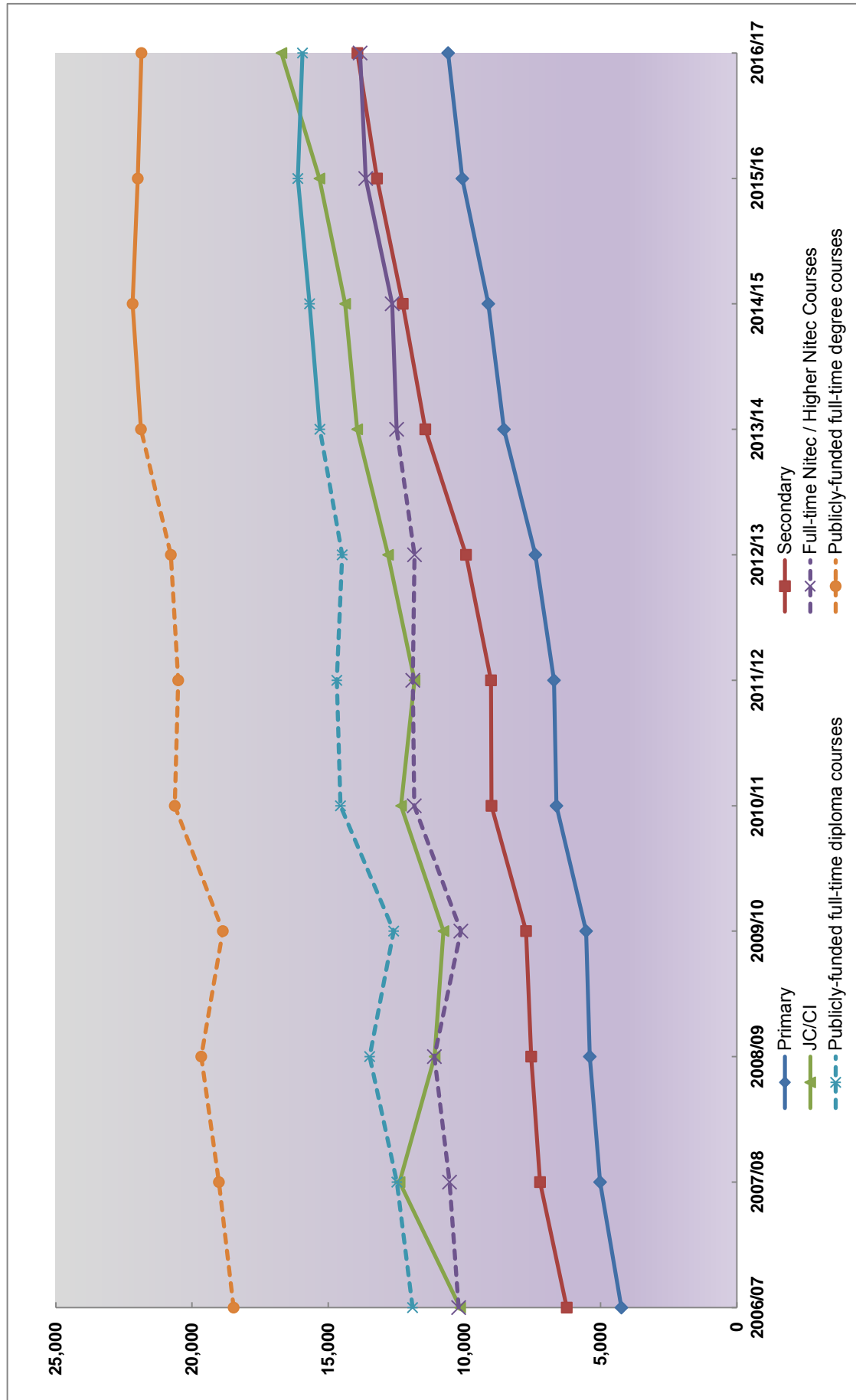
## 27 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others <sup>1</sup>	Total
2002/03	441,017	1,095,536	1,171,377	226,187	169,499	578,551	94,791	973,779	36,358	37,300	4,824,395
2003/04	428,997	1,066,364	1,205,693	223,490	171,067	714,264	80,766	1,034,804	33,450	37,896	4,996,791
2004/05	405,524	1,071,327	1,276,481	226,569	191,135	594,446	73,256	1,029,869	38,884	67,233	4,974,724
2005/06	433,675	1,125,876	1,328,287	238,115	203,973	622,933	84,722	1,058,239	50,124	69,355	5,215,299
2006/07	298,582	1,290,409	1,561,500	271,046	249,154	728,741	100,147	1,719,156	53,196	79,786	6,351,717
2007/08	347,946	1,496,718	1,780,889	340,681	253,506	816,913	102,243	1,491,382	68,874	86,473	6,785,625
2008/09	439,480	1,553,535	1,859,599	316,184	281,262	946,113	110,378	1,808,987	73,594	87,389	7,476,521
2009/10	503,277	1,573,321	1,924,142	311,770	262,509	944,810	112,474	2,014,807	95,937	94,862	7,837,909
2010/11	517,043	1,839,190	2,220,430	348,039	328,067	1,124,873	123,625	2,305,921	84,943	106,578	8,998,709
2011/12	532,136	1,820,988	2,181,167	336,063	346,106	1,180,981	119,266	2,973,812	96,127	111,147	9,697,793
2012/13	591,814	1,946,159	2,314,237	365,825	351,658	1,196,035	113,312	2,536,971	106,219	115,082	9,637,312
2013/14	587,903	2,185,580	2,523,528	389,037	376,896	1,297,647	99,668	2,969,921	125,117	109,571	10,664,868
2014/15	623,461	2,263,510	2,607,555	394,321	399,949	1,339,298	94,941	2,736,642	135,510	117,258	10,712,445
2015/16	628,918	2,457,901	2,705,620	401,335	432,961	1,317,875	86,526	2,897,770	154,060	152,775	11,235,741
2016/17*	690,897	2,703,967	2,773,355	413,571	465,206	1,381,507	82,688	3,120,890	162,940	204,979	12,000,000

Note : \* Preliminary figures

1) Includes ISEAS - Yusof Ishak Institute, Science Centre Board, Nanyang Academy of Fine Arts, LASALLE College of the Arts, and Singapore Examinations and Assessment Board and SkillsFuture Singapore Agency.

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD) (Refer to Table 28)



# 28 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD)

Financial Year	Primary	Secondary <sup>1</sup>	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	University
2002/03	3,535	5,614	8,497	8,056	9,793	14,287
2003/04	3,508	5,437	8,791	8,367	10,197	17,477
2004/05	3,575	5,746	8,850	9,399	10,695	17,609
2005/06	3,820	5,793	9,445	9,249	10,843	17,793
2006/07	4,243	6,246	10,161	10,209	11,903	18,472
2007/08	5,026	7,230	12,386	10,543	12,482	19,011
2008/09	5,397	7,551	11,094	11,106	13,479	19,664
2009/10	5,537	7,736	10,772	10,129	12,598	18,868
2010/11	6,624	9,008	12,331	11,839	14,552	20,630
2011/12	6,712	9,022	11,830	11,898	14,687	20,505
	Primary	Secondary <sup>1</sup>	Junior College / Centralised Institute	Full-time Nitec / Higher Nitec courses <sup>2</sup>	Publicly-funded full-time diploma courses <sup>3</sup>	Publicly-funded full-time degree courses <sup>4</sup>
2012/13	7,396	9,940	12,806	11,837	14,487	20,777
2013/14	8,549	11,434	13,942	12,491	15,304	21,870
2014/15	9,123	12,261	14,379	12,650	15,681	22,181
2015/16	10,081	13,213	15,326	13,619	16,118	21,988
2016/17*	10,600	13,931	16,717	13,830	15,943	21,853

Note : \* Preliminary figures

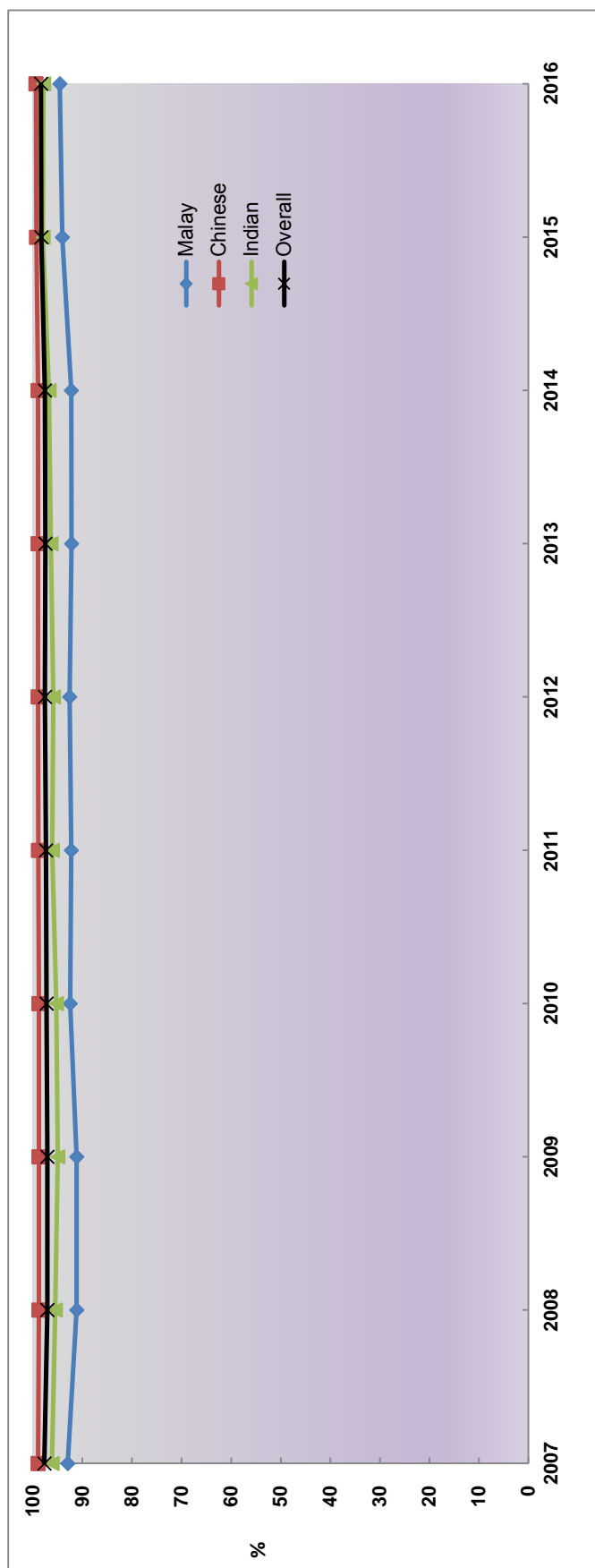
1) Figures exclude Independent Schools.

2) Refers to full-time *Nitec* / *Higher Nitec* courses offered by the Institute of Technical Education (ITE). Publicly-funded full-time diploma courses offered by ITE are included under "Publicly-funded full-time diploma courses" from FY2012 onwards.

3) Refers to publicly-funded full-time diploma courses offered by Singapore Polytechnic, Ngee Ann Polytechnic, Temasek Polytechnic, Nanyang Polytechnic and Republic Polytechnic. Since FY2012, it includes publicly-funded full-time diploma courses offered by ITE, LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA).

4) Refers to publicly-funded full-time degree courses offered by National University of Singapore, Nanyang Technological University, Singapore Management University and Singapore Institute of Technology (wef FY2010). It includes publicly-funded full-time degree courses offered by Singapore University of Technology & Design, LASALLE and NAFA from FY2012 and SIM University from FY2014.

## 29 PERCENTAGE OF PSLE STUDENTS ELIGIBLE FOR SECONDARY SCHOOL



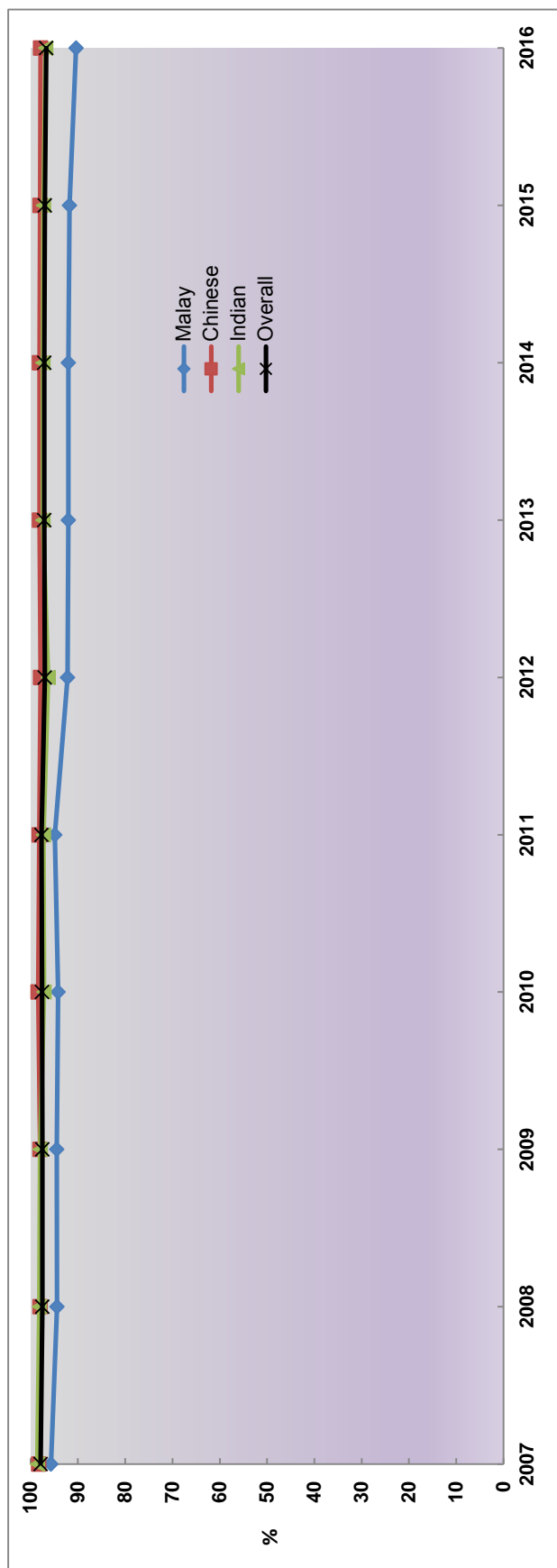
Race		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Malay	%	93.0	91.2	91.2	92.5	92.3	92.6	92.2	92.3	94.1	94.6
Chinese	%	99.0	98.8	98.8	98.8	98.9	99.0	99.0	99.0	99.3	99.4
Indian	%	96.2	95.5	95.0	95.3	96.1	95.9	96.4	96.8	98.0	97.9
Others	%	98.1	98.2	97.9	98.6	98.2	98.6	98.9	98.6	99.4	99.2
<b>Overall</b>	<b>%</b>	<b>97.7</b>	<b>97.1</b>	<b>97.1</b>	<b>97.3</b>	<b>97.4</b>	<b>97.6</b>	<b>97.5</b>	<b>97.6</b>	<b>98.3</b>	<b>98.4</b>

Note:

- 1) Refers to PSLE students who qualified for Express, Normal (Academic) or Normal (Technical) courses.
- 2) The first batch of students under Subject-based Banding, where students can choose to take subjects at either Standard or Foundation level to cater to their uneven strengths, sat for the PSLE in 2009.
- 3) Percentages are based on all students, regardless of whether they took their subjects at the Standard or Foundation levels.



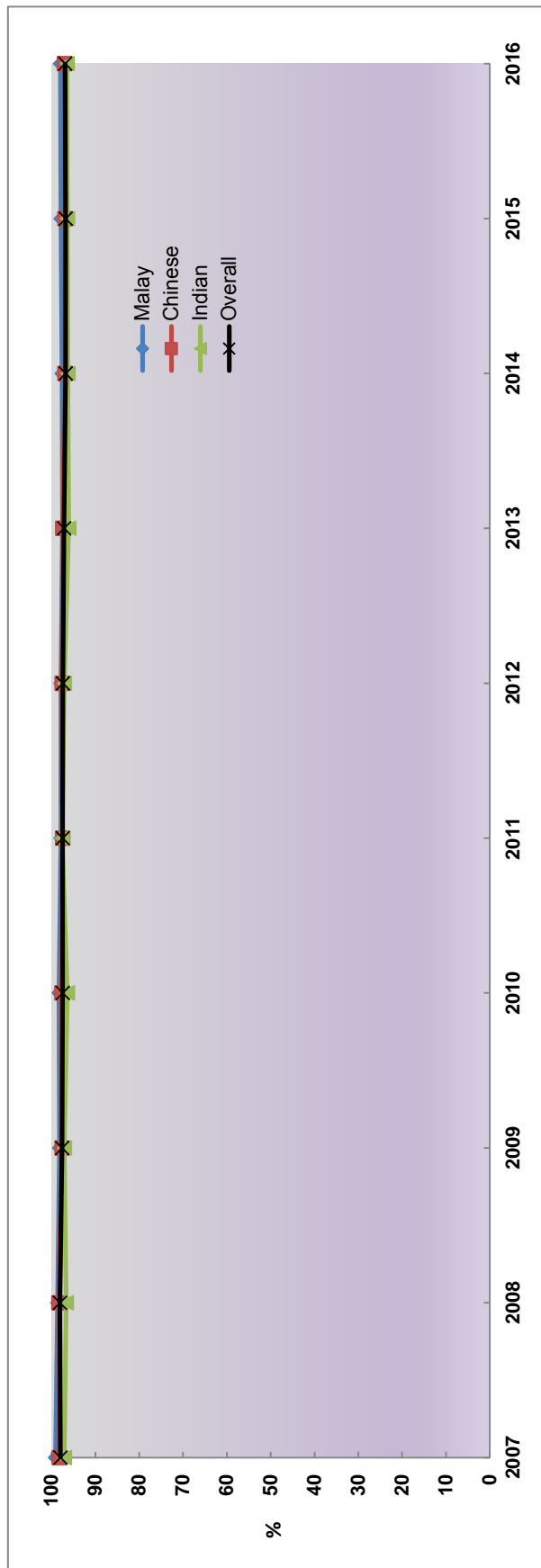
### 30 PERCENTAGE OF PSLE STUDENTS WHO SCORED A\*-C IN STANDARD ENGLISH LANGUAGE



Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

2) Percentages exclude EM3 students (before 2009) and students taking Foundation English Language (2009 onwards).

### 31 PERCENTAGE OF PSLE STUDENTS WHO SCORED A\*-C IN STANDARD MOTHER TONGUE LANGUAGE

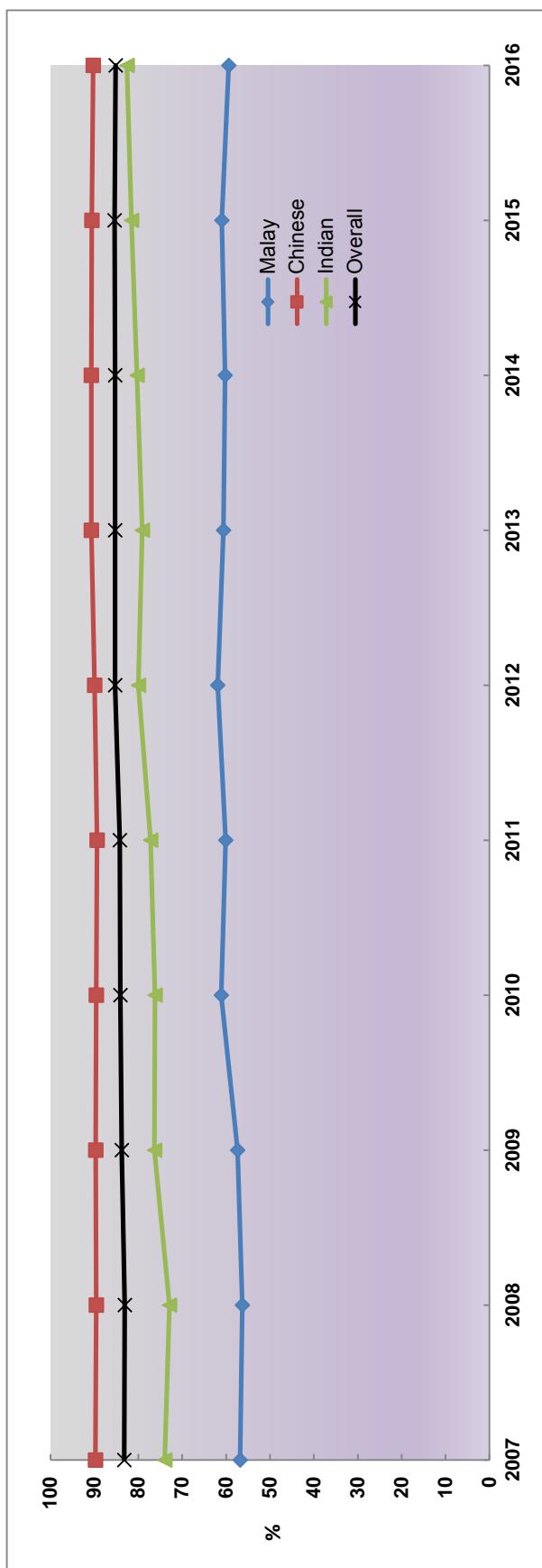


Race	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Malay %	99.1	98.6	98.2	98.3	97.9	97.9	97.5	97.6	97.9	98.0
Chinese %	98.3	98.4	97.6	97.7	97.5	97.6	97.5	97.0	97.0	97.1
Indian %	97.1	96.7	97.1	96.4	97.6	97.1	96.1	96.3	96.4	96.5
Others %	81.0	83.6	89.5	87.7	91.4	88.3	89.1	88.4	88.1	88.2
<b>Overall %</b>	<b>98.0</b>	<b>98.1</b>	<b>97.6</b>	<b>97.5</b>	<b>97.5</b>	<b>97.4</b>	<b>97.2</b>	<b>96.8</b>	<b>96.8</b>	<b>96.9</b>

Note:

- 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.
- 2) Percentages exclude EM3 students (before 2009) and students taking Foundation Mother Tongue Language (2009 onwards).

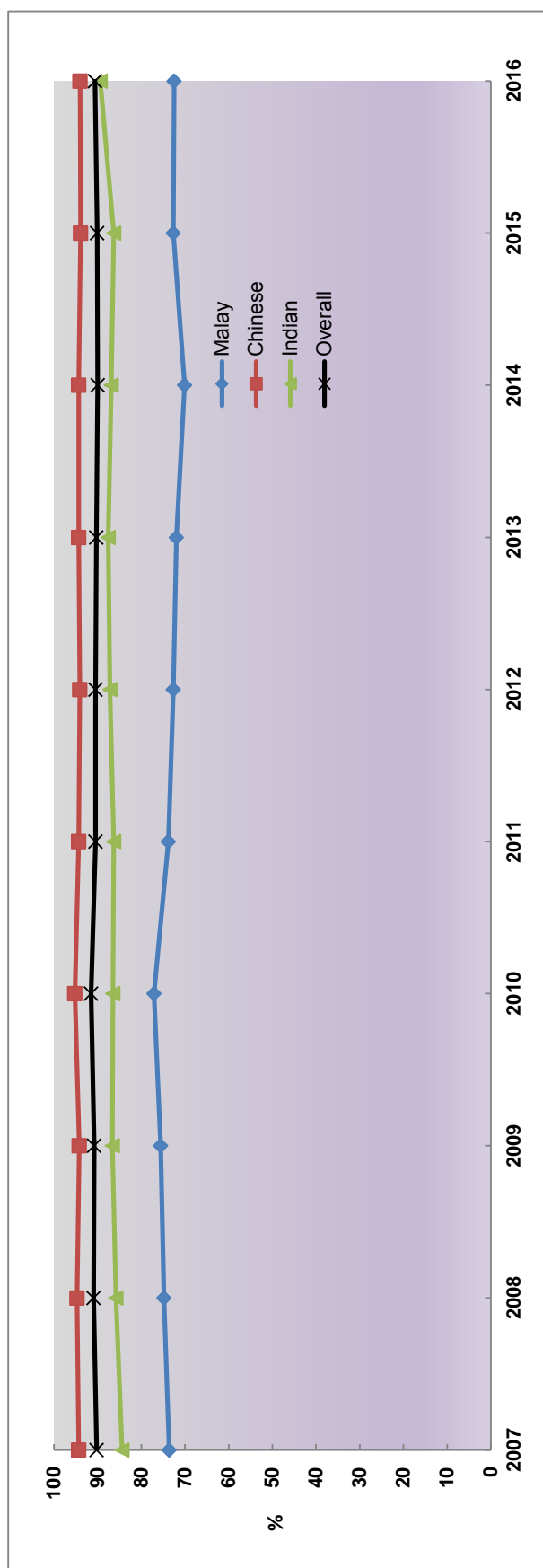
### 32 PERCENTAGE OF PSLE STUDENTS WHO SCORED A\*-C IN STANDARD MATHEMATICS



Note:

- 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.
- 2) Percentages exclude EM3 students (before 2009) and students taking Foundation Mathematics (2009 onwards).

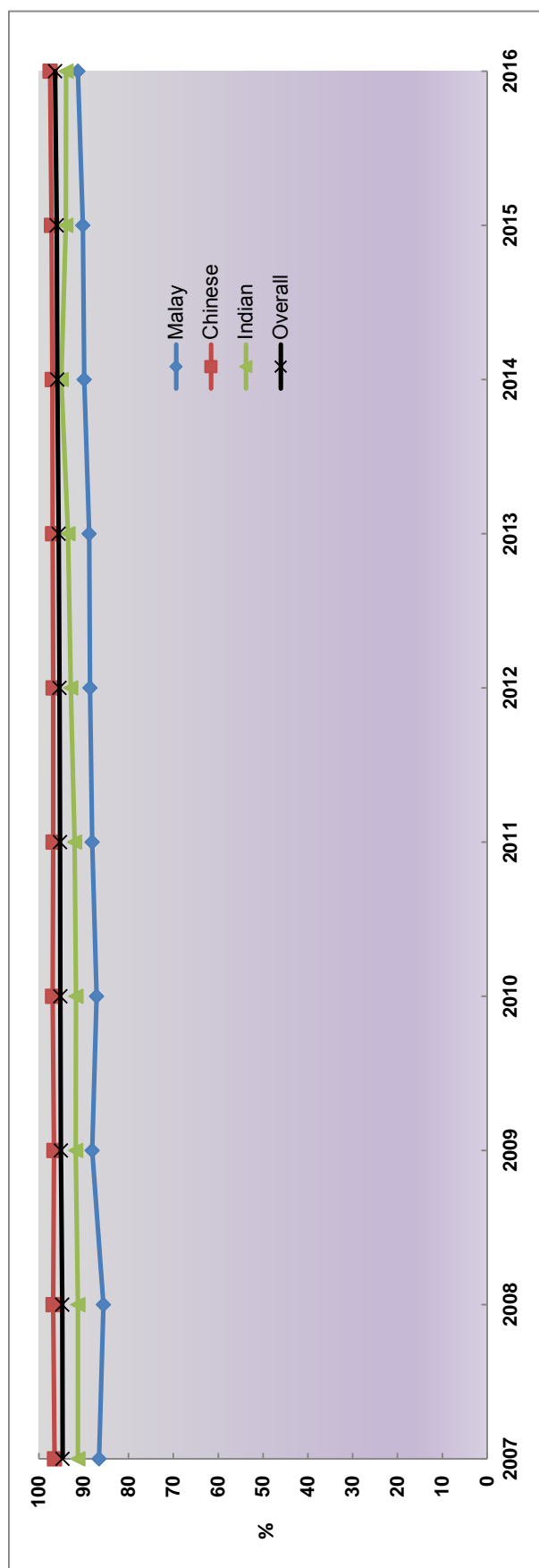
### 33 PERCENTAGE OF PSLE STUDENTS WHO SCORED A\*-C IN STANDARD SCIENCE



Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

2) Percentages exclude EM3 students (before 2009) and students taking Foundation Science (2010 onwards).

### 34 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 3 O-LEVEL PASSES

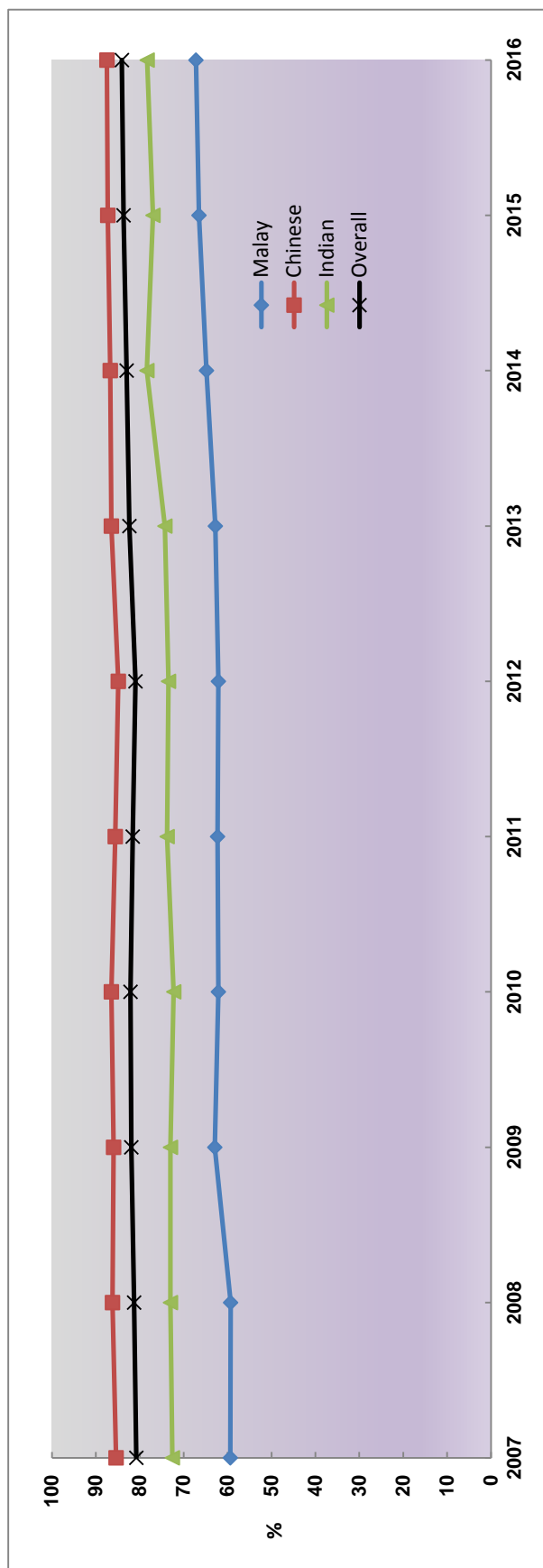


Race		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Malay	%	86.6	85.6	88.1	87.1	88.1	88.6	88.8	89.9	90.2	91.3
Chinese	%	96.5	96.8	96.6	96.9	96.8	96.8	96.9	97.0	97.2	97.5
Indian	%	91.3	91.3	91.8	91.7	92.0	92.9	93.5	95.0	94.0	93.9
Others	%	95.4	95.6	95.9	95.6	95.5	94.0	94.3	94.6	95.6	94.4
<b>Overall</b>	<b>%</b>	<b>94.7</b>	<b>94.8</b>	<b>95.1</b>	<b>95.2</b>	<b>95.3</b>	<b>95.4</b>	<b>95.6</b>	<b>95.9</b>	<b>96.0</b>	<b>96.4</b>

Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

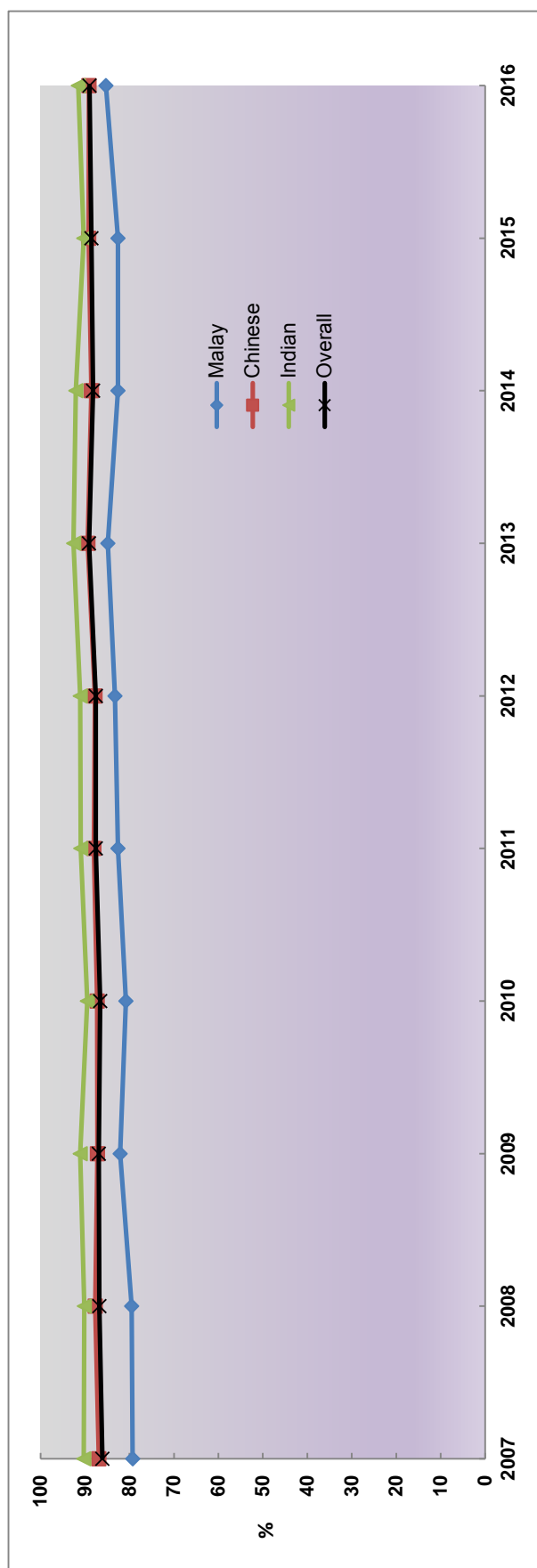
### 35 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 5 O-LEVEL PASSES



Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

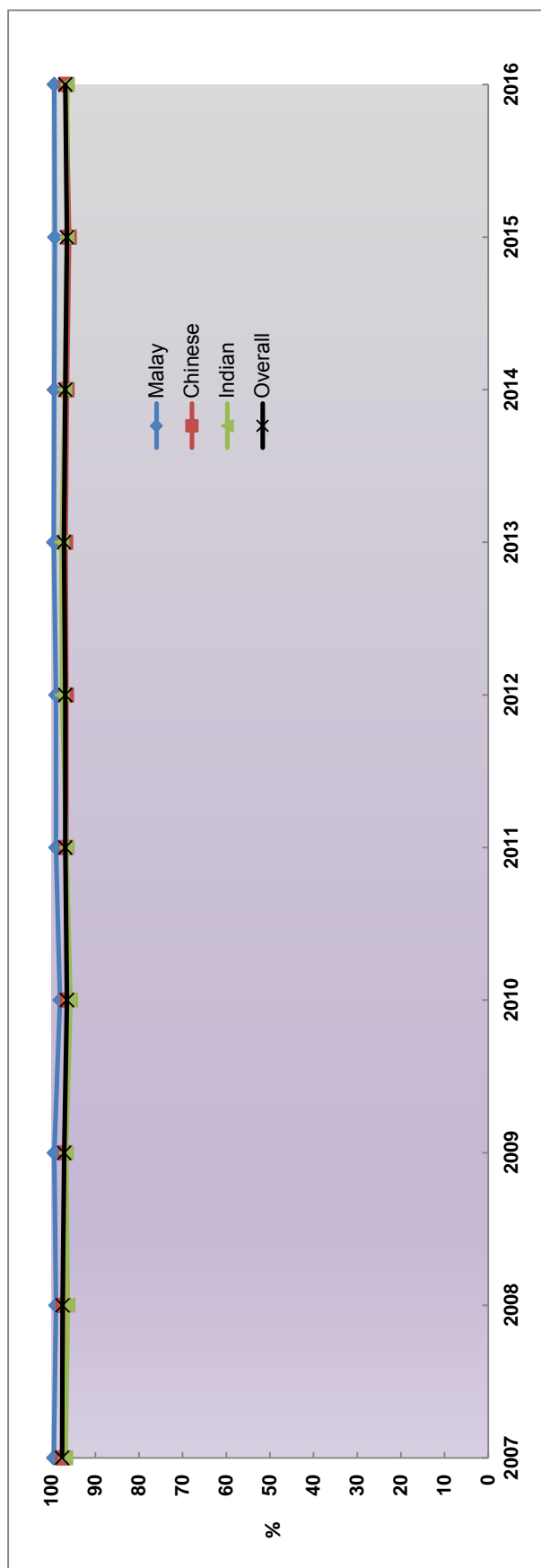
### 36 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

### 37 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



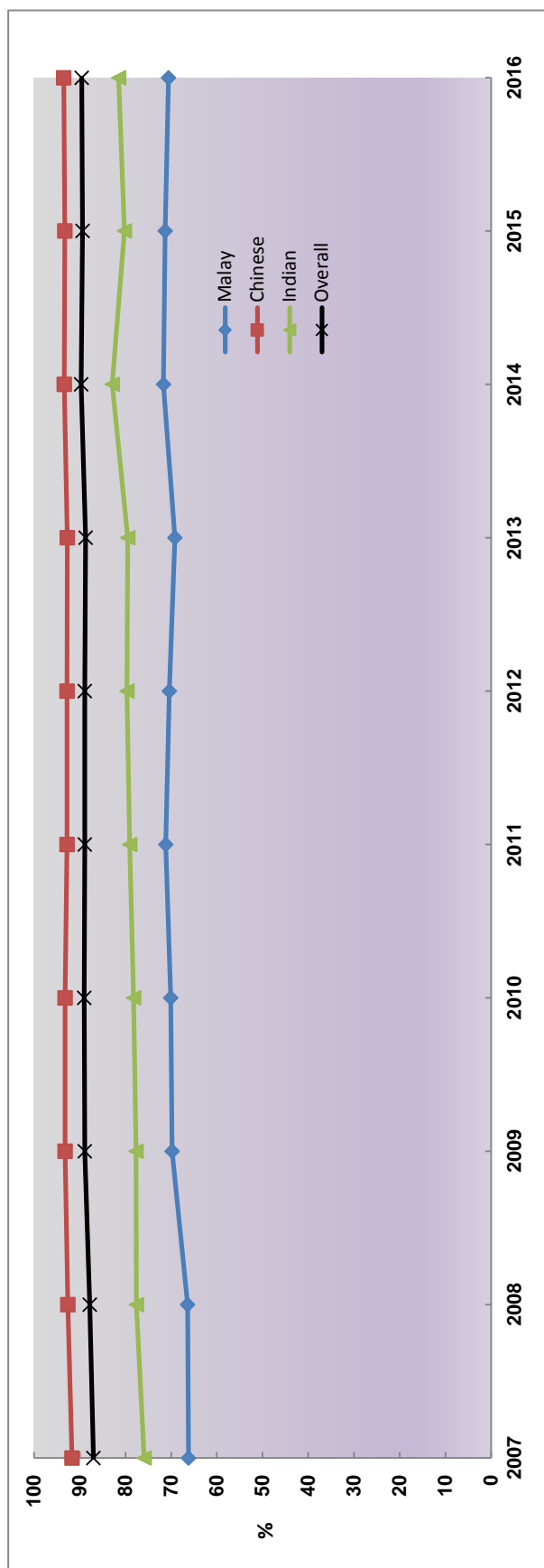
Race	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Malay %	99.5	99.0	99.4	98.1	99.0	99.0	99.5	99.4	99.3	99.4
Chinese %	97.4	97.3	96.8	96.4	96.6	96.6	96.8	96.5	96.0	96.7
Indian %	96.8	96.3	96.7	95.7	96.6	97.6	97.7	97.0	96.5	96.4
Others %	88.1	90.4	87.6	83.6	89.4	90.6	90.6	90.4	91.2	87.2
<b>Overall %</b>	<b>97.6</b>	<b>97.5</b>	<b>97.1</b>	<b>96.5</b>	<b>96.9</b>	<b>96.9</b>	<b>97.2</b>	<b>96.9</b>	<b>96.5</b>	<b>96.9</b>

Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.



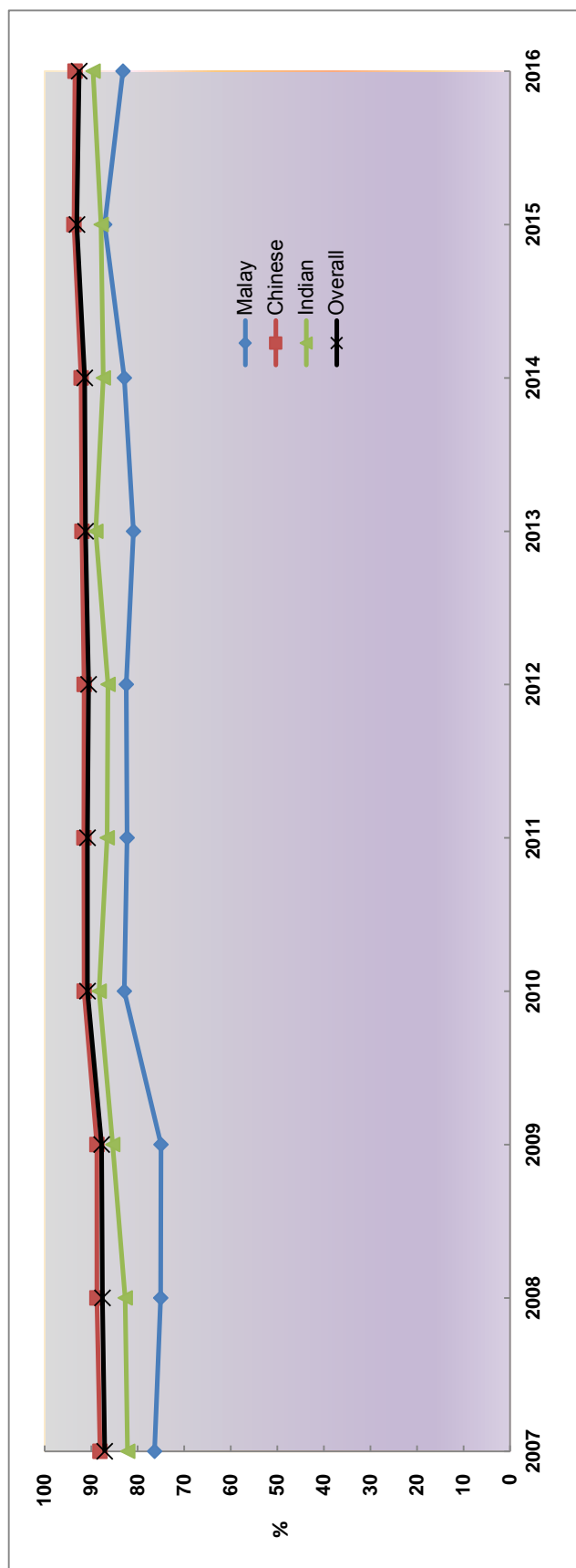
### 38 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MATHEMATICS



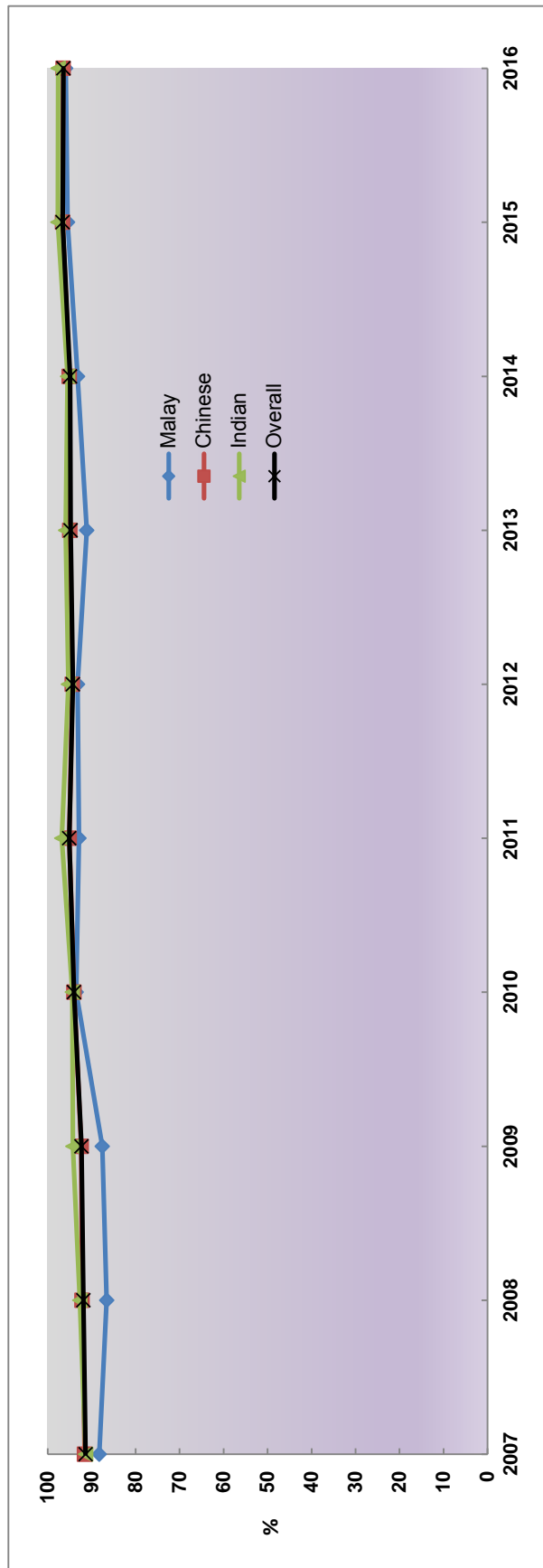
Note: 1) Figures exclude Integrated Programme (IP) students

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

### 39 PERCENTAGE OF A-LEVEL STUDENTS WITH AT LEAST 3 'A' LEVEL / 'H2' PASSES & PASS IN GP / K&I

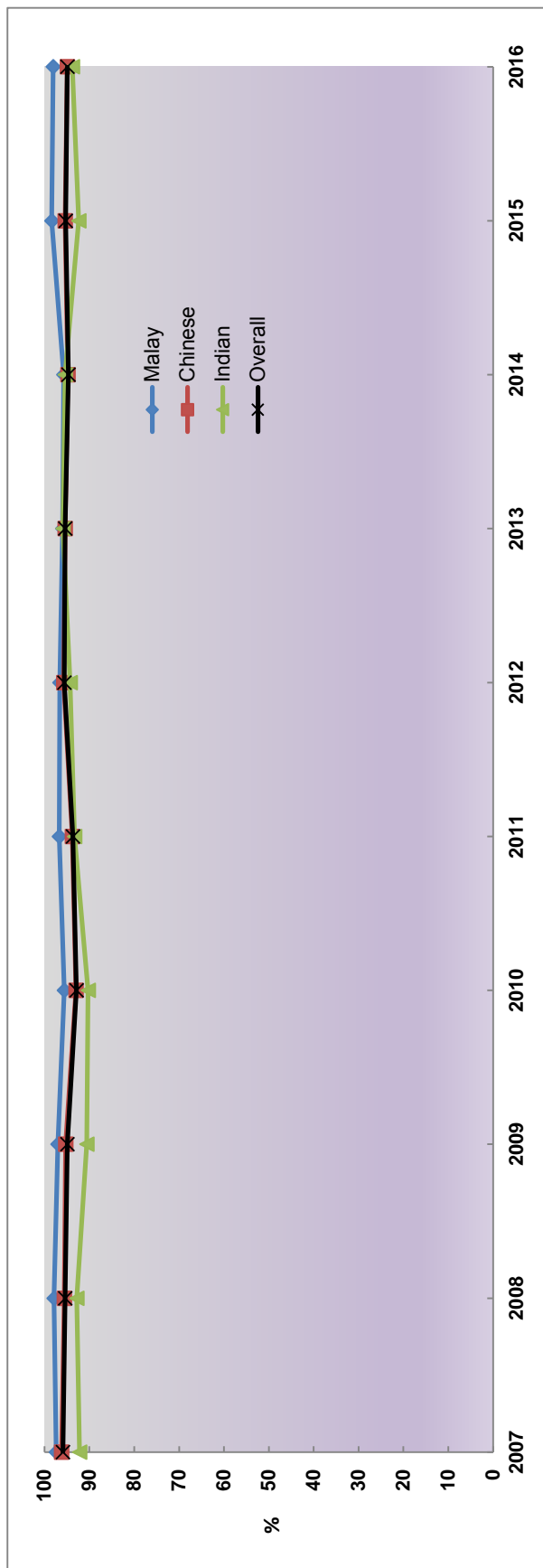


#### 40 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED GENERAL PAPER OR KNOWLEDGE AND INQUIRY



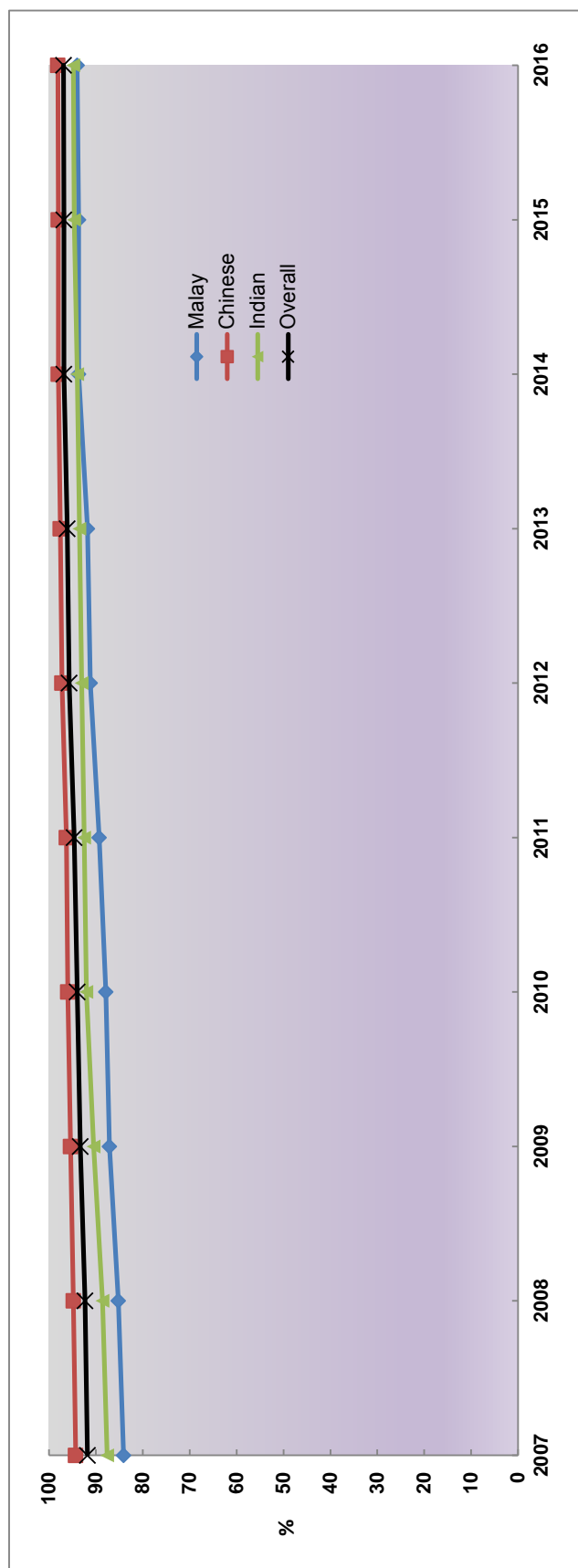
Race	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Malay %	88.3	86.6	87.6	93.5	92.9	93.2	91.1	93.2	95.5	95.9
Chinese %	91.6	92.2	92.4	94.0	95.1	94.4	95.0	95.1	96.6	96.5
Indian %	91.4	92.7	94.3	94.4	96.8	95.3	95.9	95.5	97.7	97.6
Others %	92.8	93.4	94.7	94.2	93.1	90.9	91.8	91.8	95.7	94.2
<b>Overall %</b>	<b>91.4</b>	<b>91.9</b>	<b>92.3</b>	<b>94.0</b>	<b>95.1</b>	<b>94.3</b>	<b>94.8</b>	<b>94.9</b>	<b>96.6</b>	<b>96.4</b>

# 41 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE AT 'AO/H1' LEVEL



Race	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Malay %	97.4	97.9	97.0	95.6	96.7	96.6	96.0	95.7	98.4	98.1
Chinese %	96.2	95.6	95.3	93.0	93.8	95.7	95.4	94.8	95.4	94.9
Indian %	92.2	92.8	90.6	90.3	93.3	94.3	95.9	95.4	92.4	93.8
Others %	76.2	71.4	77.2	81.8	78.4	86.2	87.0	80.3	87.2	86.7
<b>Overall %</b>	<b>95.9</b>	<b>95.4</b>	<b>94.9</b>	<b>92.9</b>	<b>93.7</b>	<b>95.6</b>	<b>95.4</b>	<b>94.7</b>	<b>95.3</b>	<b>94.9</b>

## 42 PERCENTAGE OF P1 COHORT THAT PROGRESSED TO POST-SECONDARY EDUCATION



Race	P1 cohort		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
	Year <sup>1</sup>		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Malay	%		84.1	85.2	87.1	87.9	89.3	91.2	91.8	93.7	93.7	94.0
Chinese	%		94.3	94.8	95.4	96.0	96.3	97.2	97.6	98.0	98.0	98.1
Indian	%		87.6	88.6	90.5	92.0	92.5	93.0	93.5	94.0	94.6	94.8
Others	%		87.6	88.7	87.9	87.7	91.7	93.1	94.8	94.1	94.8	94.0
<b>Overall</b>	<b>%</b>		<b>91.8</b>	<b>92.3</b>	<b>93.3</b>	<b>94.0</b>	<b>94.6</b>	<b>95.7</b>	<b>96.1</b>	<b>96.8</b>	<b>96.8</b>	<b>96.9</b>

Note:

- 1) Refers to the year in which the typical student in that particular cohort would progressed to a post-secondary education institution (10 years after P1).
- 2) Figures for 2012-2016 are preliminary to account for students from the same cohort who were admitted to post-secondary education institutions later.
- 3) Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and also take into account students who have left the country.

## **APPENDICES**

# Milestones in the Education System

## Pre-Primary Education

- 1993 **Preparatory Year programme in schools was discontinued** to allow schools to concentrate on primary education, leaving kindergarten education to the private sector.
- 2014 **MOE kindergartens were set up in HDB heartlands** in a mix of primary schools and community sites, to provide quality pre-school education that is affordable to Singaporeans, as well as to pilot teaching and learning resources and establish good practices for sharing with the pre-school sector.

## Primary Education

- 1979 **Primary streaming was introduced** starting with the 1979 Primary 3 (P3) cohort – The Goh Report recommended that students be channelled to the Normal, Extended and Monolingual streams. The Normal course led to the PSLE at the end of P6. The Extended course offered a slower pace of teaching and learning and students sit for the PSLE after 7-8 years in primary school. The Monolingual course, which helped students to acquire basic literacy and numeracy skills to prepare them for training in a skill or trade with then-Vocational and Industrial Training Board (VITB), led to the Primary School Proficiency Examination (PSPE) at the end of 8 years of schooling.
- 1991 **P3 streaming was removed, and P4 streaming (EM1, EM2 and EM3) was introduced.** At P4, schools assessed students' performance in English, Mother Tongue and Mathematics, and place each student in one of three language learning streams, while ensuring comparable standards across schools. The students advance to P5 in the same school.
- 1993 **Last batch of P8 Extended and P8 Monolingual students.**
- 2004 **Streaming was refined further by merging the EM1 and EM2 streams, while keeping the EM3 stream.** The distinction between the EM1 and EM2 streams was removed to give schools greater flexibility in organising and banding their students to achieve the best educational outcomes. Schools were also given the flexibility to develop their own end-of-year P4 exams to identify students who were capable of studying Higher Mother Tongue (HMTL), or would be best served by the foundational programme offered in EM3.
- 2008 **Subject-based Banding was introduced to replace the EM3 stream, starting with the 2008 P5 cohort.** Under Subject-based Banding, students can offer a mix of Standard or Foundation subjects depending on their aptitude in each subject. With this change, there is no longer any streaming at the primary level.

## Secondary Education

- 1980      **Secondary streaming was introduced.** Based on their PSLE results, students promoted to Secondary (Sec) 1 are streamed to one of three courses at the secondary level – the Normal course, Express course or Special course. The Normal course is a 5-year course leading to the GCE O-Level exam. The Express course is for more academically-inclined students who can complete the O-Level exam in 4 years. The Special course is offered to the best of PSLE candidates, who offer EL and their MT at the first language level and complete their secondary education in 4 years as in the case with Express course students.
- 1988      **Independent schools were established** – Anglo-Chinese School, St Joseph's Institution and The Chinese High. The Singapore Chinese Girls' School and Methodist Girls' School followed suit in 1989, Raffles Institution in 1990, and Raffles Girls' School and Nanyang Girls' High School in 1993.
- 1994      **Sec 1 Normal (Technical) (N(T)) course was introduced** to cater to the needs of students who are more technically inclined. It provides these students with an opportunity to complete 10 years of basic education and prepares them for post-secondary education in ITE, including a possible transfer to the Normal (Academic) (N(A)) course.
- 1994      **Autonomous schools were established.** A number of non-independent schools were given greater autonomy as well as additional funding to develop a wider and better range of programmes for their students. This provides parents with more options when choosing a school suited for their children.
- 2004      **The progression structure for the Normal (Technical) course was revised to provide additional pathways for transfers to the Normal (Academic) course on a "lateral" basis**, e.g. Sec 2N(T) to Sec 2N(A), to provide greater flexibility and choice to cater to the different abilities of N(T) students. The new system of lateral transfers replaced the provision for promotion from Sec 4N(T) to Sec 5.
- 2004      **The Singapore Sports School admitted its first batch of students.** It is the first Specialised Independent School offering an integrated academic and sports programme.
- 2005      **NUS High School of Mathematics and Science, a Specialised Independent School admitted its first batch of students.** NUS High aims to nurture well-rounded and world-ready scientific minds.
- 2007      **NorthLight School, Singapore's first Specialised School, was established** to better cater to students who can benefit from a more customised and vocational curriculum.



- 2008 **The Special and Express Courses were merged into the Express Course** to recognise the diminishing differences between the two courses.
- 2008 **The School of The Arts (SOTA) admitted its first batch of students.** It is a Specialised Independent School offering a dedicated development path for those who have interest and show early talent in the arts.
- 2008 **Assumption Vocational Institute was re-modelled into the Assumption Pathway School,** Singapore's second Specialised School. Like NorthLight School, it provides student who can benefit more from a hands-on and practical approach to learning.
- 2010 **The School of Science and Technology (SST), a Specialised Independent School admitted its first batch of students in 2010.** It offers students a range of options in applied areas related to technology, media and design.
- 2013 **Crest Secondary, the first Specialised School for Normal (Technical) (SSNT) students, admitted its first batch of students.** The school provides a customised curriculum to suit the learning needs of its students. It also works closely with the Institute of Technical Education (ITE) and industry partners to develop programmes and attachment opportunities for its students.
- 2014 **Spectra Secondary, the second SSNT,** admitted its first batch of students.

## Post-Secondary Education

### Pre-University

- 1969 **Junior college education was introduced** to improve the quality of education at pre-university level. National Junior College was the first Junior College.
- 1979 **A three-year Pre-University course was introduced** to (i) provide an extra year for non-English stream students to upgrade their proficiency in the English Language and (ii) cater to students who require an extra year to suit their pace of learning.
- 1987 **Centralised Institutes were introduced.** Unlike Pre-U Centres, Centralised Institutes have their own facilities. They offer the same A-Level courses as Junior Colleges, but with a greater emphasis on commerce subjects.
- 1995 **Pre-U Centres were phased out due to falling demand.**

- 2000 **The A-Level commerce course in Junior Colleges was phased out** because the polytechnics already offer a commerce course and can take in more students than before.
- 2004 **The Integrated Programme (IP) was introduced** to provide academically strong students with an enriched curriculum beyond academic content. IP students can progress to JC without taking the O-Levels.

## **Polytechnic**

- 1954 **Singapore Polytechnic** was established to meet the manpower needs of industrialisation.
- 1963 **Ngee Ann College** was inaugurated as an independent college. It later became Ngee Ann Technical College in 1968 and then Ngee Ann Polytechnic in 1981.
- 1990 **Temasek Polytechnic**, Singapore's third polytechnic, was established to cater to the growing number of people opting for polytechnic education, and helped widen the range of courses to meet industry needs. It was the first major tertiary institution in the east.
- 1992 **Nanyang Polytechnic**, Singapore's fourth polytechnic, was established and enrolled its pioneer batch of students in its School of Health Sciences and School of Business Management. The courses offered were new options at the diploma level at that time.
- 2002 **Republic Polytechnic**, Singapore's fifth polytechnic, was established to cater to the need for increased capacity for pre-employment training. It admitted its first batch of students in 2003.
- 2006 **Polytechnic admission criteria were broadened** to recognise a wider range of aptitudes and talents other than academic achievements, with the introduction of the Joint Polytechnic Special Admissions Exercise (JPSAE) in 2006 and Direct Polytechnic Admission Exercise (DPA) in 2007.
- 2013 **The one-year Polytechnic Foundation Programme (PFP)** was rolled out to provide an alternative education pathway to prepare students who had performed very well in their GCE N(A)-Level examinations for entry into relevant polytechnic diploma courses.
- 2016 **Aptitude-based admissions to polytechnics were enhanced** with the newly-introduced Polytechnic Early Admissions Exercise (EAE), which expanded the allowance for students to gain admission to the polytechnics based on their aptitude and interest related to their intended fields of study.

## Institute of Technical Education

- 1958      **The Adult Education Board (AEB) was established** to promote education for adults after the end of Second World War.
- 1961      **Vocational schools were introduced** to provide two-year vocational courses for over-age primary school leavers who did not qualify for admission to secondary schools. By 1969, these were eventually merged with academic schools, converted to vocational institutes (VIs), or phased out due to falling demand.
- 1964      **The Singapore Vocational Institute was established** as the first VI to prepare premature school leavers and O-Level holders for post-secondary technical education or employment. By 1979, the rapidly growing pace of industrialisation saw the establishment of 12 more VIs.
- 1969      **The Singapore Technical Institute (STI) was established** to meet the industry's requirement for industrial technicians. STI's courses helped bridge the gap between the trade courses offered in the VIs, and the three-year technician diploma courses at Singapore Polytechnic and the Ngee Ann Technical College.
- 1973      **The Industrial Training Board (ITB) was established** to centralise, co-ordinate and promote all forms of skills training both in education and in the industry itself.
- 1979      **The Vocational & Industrial Training Board (VITB) was established** as a statutory board as a result of a merger of AEB & ITB, and took charge of the VIs.
- 1992      **The VITB was restructured into the Institute of Technical Education (ITE).** The primary role of ITE was to ensure that its graduates had technical knowledge and skills that were relevant to industry. ITE was also the national authority for the setting of skills standards and the certification of skills in Singapore.
- 2005      **ITE implemented the 'One ITE System, Three Colleges' model** which saw the restructuring of the 10 ITE institutes into three regional colleges.
- 2008      **The Direct-Entry-Scheme to *Higher Nitec* Programme (DES) was launched** as an alternative pathway for Secondary 4 Normal (Academic) students. Under the DES, students who complete their GCE N(A)-Level examinations can progress to *Higher Nitec* courses directly instead of taking the GCE O-Level examinations at Secondary 5.
- 2013      **The Direct-Entry-Scheme to Polytechnic Programme (DPP) replaced the DES.** It allows selected students who have completed their GCE N(A)-Level

examinations to progress directly to a *Higher Nitec* programme in ITE, and subsequently to a related polytechnic diploma course.

- 2017     **Aptitude-based admissions to ITE was enhanced** with the newly-introduced ITE EAE, which allows secondary school and *Nitec* students to gain admission to *Nitec* and *Higher Nitec* courses based on their aptitude and interest related to their intended fields of study.

## University Education

- 1956     **Nanyang University (Nantah or NU) admitted its first batch of students.** It was formed in response to greater demand for higher education in the Chinese language medium.
- 1962     **The University of Singapore (SU) was set up** after its split from the University of Malaya.
- 1980     **The National University of Singapore (NUS) was established** with the merger of SU and NU. It promoted English as Singapore's main language.
- 1981     **The Nanyang Technological Institute (NTI) was established** to produce practice-oriented programmes for engineers who wished to concentrate on application. NTI admitted its first batch of students in 1982.
- 1991     **The NTI was re-constituted to Nanyang Technological University (NTU)** to increase the number of university places.
- 2000     **The Singapore Management University (SMU) was established** as Singapore's first Autonomous University. SMU was set in a city campus to facilitate a closer nexus with businesses in its degree and executive programmes.
- 2005     **Duke-NUS Medical School (Duke-NUS) was established** as a collaboration between NUS and Duke University. As our only graduate medical school, it adds diversity to the medical education landscape and provides an avenue to train clinician-scientists.
- 2005     **SIM University (UniSIM) was established** as a private university dedicated to adult learners. It began offering publicly-subsidised part-time undergraduate degree programmes in 2008, and publicly-subsidised full-time degree programmes in 2014.
- 2009     **The Singapore Institute of Technology (SIT) was established** to provide an improved upgrading pathway for polytechnic graduates to obtain industry-

relevant degrees offered in partnership with overseas universities. It admitted its first batch of students in 2010.

- 2009 **The Singapore University of Technology and Design (SUTD) was incorporated** in collaboration with the Massachusetts Institute of Technology and Zhejiang University. It admitted its first batch of students in 2012.
- 2010 **The Lee Kong Chian School of Medicine (LKCMedicine) was established** as Singapore's third medical school, as a collaboration between NTU and Imperial College London. It admitted its first batch of students in 2013.
- 2011 **Yale-NUS College (YNC) was established** as a collaboration between NUS and Yale University to offer a liberal arts education, integrating the best of Western and Asian intellectual traditions. It admitted its first batch of students in 2013.
- 2014 **SIT attained the status of Autonomous University** and further added to the diversity of the university landscape in Singapore by pioneering a new applied degree pathway along with SIM University (UniSIM). SIT launched its own degree programmes in Accountancy, Infocomm Technology and Sustainable Infrastructure Engineering (Land), and UniSIM launched its first full-time degree programmes in Accountancy, Finance, Marketing and Human Resource Management.
- 2017 **UniSIM was renamed as the Singapore University of Social Sciences (SUSS) and attained the status of Autonomous University.** SUSS offers full-time and part-time degree-level programmes that are designed to support the needs of working adults and those who prefer a more applied model of learning. The focus of its programmes will be on those that prepare individuals for careers in the social sector, such as social work and early childhood education, careers with a strong social orientation, such as human resource management, as well as law (focusing on family and criminal law).

## Arts Institutions

- 1938 **Nanyang Academy of Fine Arts (NAFA) was established** by Chinese artist and art educator Lim Hak Tai. As Singapore's pioneer arts education institution, the school was modelled after the Chinese art academies but with a balance of Western and Chinese art traditions in its curriculum.
- 1982 **NAFA launched a full-time Diploma in Applied Arts course**, the first institution to do so in Singapore. Courses in computer graphic design were also offered.

- 1984      **The St Patrick's Arts Centre, later renamed LASALLE College of the Arts, was founded by Brother Joseph McNally**, a teacher with the De La Salle Order of Brothers and the former principal of St Patrick's Secondary School. LASALLE College of the Arts offered diploma courses in painting, ceramics, sculpture and music.
- 1998      **MOE began funding diploma programmes** offered at the Arts Institutions, i.e. LASALLE and NAFA.
- 2010      **MOE announced funding for selected degree programmes at the Arts Institutions**, offered in partnership with overseas universities.
- 2011      **NAFA launched its first publicly-funded degree programme**, the Bachelor of Music (Hons), validated by the prestigious Royal College of Music, London.
- 2012      **LASALLE began offering fourteen publicly-funded undergraduate arts degree programmes** with its partner, Goldsmiths College, University of London.

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## CLASSIFICATION OF COURSES (ITE)

### CLASSIFICATION OF NATIONAL ITE CERTIFICATE (*NITEC*) PROGRAMMES (2016)

1.	<b>ENGINEERING</b>	<i>Nitec</i> in Aerospace Avionics <i>Nitec</i> in Aerospace Machining Technology <i>Nitec</i> in Aerospace Technology <i>Nitec</i> in Automotive Technology (Heavy Vehicles) <i>Nitec</i> in Automotive Technology (Light Vehicles) <i>Nitec</i> in Electrical Technology (Lighting & Sound) <i>Nitec</i> in Electrical Technology (Power & Control) <i>Nitec</i> in Facility Technology <i>Nitec</i> in Facility Technology (Air-Conditioning & Refrigeration) <i>Nitec</i> in Facility Technology (Landscaping Services) <i>Nitec</i> in Facility Technology (Mechanical & Electrical Services) <i>Nitec</i> in Facility Technology (Vertical Transportation) <i>Nitec</i> in Laser & Tooling Technology <i>Nitec</i> in Mechanical Technology <i>Nitec</i> in Mechatronics <i>Nitec</i> in Medical Manufacturing Technology <i>Nitec</i> in Rapid Transit Technology
2.	<b>ELECTRONICS &amp; INFOCOMM TECHNOLOGY</b>	<i>Nitec</i> in Digital Audio & Video Production <i>Nitec</i> in Electronics <i>Nitec</i> in Electronics (Broadband Technology & Services) <i>Nitec</i> in Electronics (Computer & Networking) <i>Nitec</i> in Electronics (Display Technology) <i>Nitec</i> in Electronics (Instrumentation) <i>Nitec</i> in Electronics (Microelectronics) <i>Nitec</i> in Electronics (Mobile Devices) <i>Nitec</i> in Info-Communications Technology (Cloud Computing) <i>Nitec</i> in Info-Communications Technology (Mobile Networks & Applications) <i>Nitec</i> in Info-Communications Technology (Networking & Systems Administration) <i>Nitec</i> in Security Technology <i>Nitec</i> in Social Media & Web Development
3.	<b>DESIGN &amp; MEDIA</b>	<i>Nitec</i> in Digital Animation <i>Nitec</i> in Fashion Apparel Production & Design <i>Nitec</i> in Interactive Media Design <i>Nitec</i> in Product Design <i>Nitec</i> in Space Design (Architecture) <i>Nitec</i> in Space Design (Interior & Exhibition) <i>Nitec</i> in Visual Communication <i>Nitec</i> in Visual Effects

4.	<b>BUSINESS &amp; SERVICES</b>	<i>Nitec in Beauty &amp; Wellness</i> <i>Nitec in Business Services</i> <i>Nitec in Finance Services</i> <i>Nitec in Fitness Training</i> <i>Nitec in Floristry</i> <i>Nitec in Hair Fashion &amp; Design</i> <i>Nitec in Hair Services (Hair &amp; Scalp Therapy)</i> <i>Nitec in Hair Services (Hair Fashion &amp; Design)</i> <i>Nitec in Logistics Services</i> <i>Nitec in Retail Services</i> <i>Nitec in Travel &amp; Tourism Services</i>
5.	<b>APPLIED &amp; HEALTH SCIENCES</b>	<i>Nitec in Applied Food Science</i> <i>Nitec in Chemical Process Technology</i> <i>Nitec in Chemical Process Technology (Biologics)</i> <i>Nitec in Chemical Process Technology (Petrochemicals)</i> <i>Nitec in Chemical Process Technology (Pharmaceuticals)</i> <i>Nitec in Community Care &amp; Social Services</i> <i>Nitec in Nursing</i> <i>Nitec in Opticianry</i>
6.	<b>HOSPITALITY</b>	<i>Nitec in Asian Culinary Arts</i> <i>Nitec in Food &amp; Beverage Operations</i> <i>Nitec in Pastry &amp; Baking</i> <i>Nitec in Western Culinary Arts</i>



**CLASSIFICATION OF DIPLOMA AND HIGHER NATIONAL ITE CERTIFICATE  
(HIGHER NITEC) PROGRAMMES (2016)**

1.	<b>ENGINEERING</b>	<i>Technical Engineer Diploma in Automotive Engineering</i> <i>Technical Engineer Diploma in Machine Technology</i> <i>Higher Nitec in Advanced Manufacturing</i> <i>Higher Nitec in Aerospace Engineering</i> <i>Higher Nitec in Civil &amp; Structural Engineering Design</i> <i>Higher Nitec in Electrical Engineering</i> <i>Higher Nitec in Engineering with Business</i> <i>Higher Nitec in Facility Management</i> <i>Higher Nitec in Facility Systems Design</i> <i>Higher Nitec in Marine Engineering</i> <i>Higher Nitec in Marine &amp; Offshore Technology</i> <i>Higher Nitec in Mechanical Engineering</i> <i>Higher Nitec in Mechatronics Engineering</i> <i>Higher Nitec in Offshore &amp; Marine Engineering Design</i> <i>Higher Nitec in Precision Engineering</i> <i>Higher Nitec in Process Plant Design</i> <i>Higher Nitec in Rapid Transit Engineering</i>
2.	<b>ELECTRONICS &amp; INFOCOMM TECHNOLOGY</b>	<i>Higher Nitec in Broadcast &amp; Media Technology</i> <i>Higher Nitec in Business Information Systems</i> <i>Higher Nitec in Cyber &amp; Network Security</i> <i>Higher Nitec in e-Business Programming</i> <i>Higher Nitec in Electronics Engineering</i> <i>Higher Nitec in Games Art &amp; Design</i> <i>Higher Nitec in Games Design &amp; Development</i> <i>Higher Nitec in Games Programming &amp; Development</i> <i>Higher Nitec in Information Technology</i> <i>Higher Nitec in Mobile Unified Communications</i> <i>Higher Nitec in Network Security Technology</i> <i>Higher Nitec in Security System Integration</i>
3.	<b>BUSINESS &amp; SERVICES</b>	<i>Higher Nitec in Accounting</i> <i>Higher Nitec in Banking Services</i> <i>Higher Nitec in Beauty &amp; Spa Management</i> <i>Higher Nitec in Business Studies (Service Management)</i> <i>Higher Nitec in Early Childhood Education</i> <i>Higher Nitec in Event Management</i> <i>Higher Nitec in Human Resources &amp; Administration</i> <i>Higher Nitec in Leisure &amp; Travel Operations</i> <i>Higher Nitec in Logistics for International Trade</i> <i>Higher Nitec in Passenger Services</i> <i>Higher Nitec in Retail Merchandising</i> <i>Higher Nitec in Service Management</i> <i>Higher Nitec in Shipping Operations &amp; Services</i> <i>Higher Nitec in Sport Management</i>

4.	<b>APPLIED &amp; HEALTH SCIENCES</b>	<i>Higher Nitec in Biotechnology</i> <i>Higher Nitec in Chemical Technology</i> <i>Higher Nitec in Paramedic &amp; Emergency Care</i>
5.	<b>DESIGN &amp; MEDIA</b>	<i>Higher Nitec in Filmmaking (Cinematography)</i> <i>Higher Nitec in Interactive Design</i> <i>Higher Nitec in Performance Production</i> <i>Higher Nitec in Space Design Technology</i> <i>Higher Nitec in Visual Merchandising</i>
6.	<b>HOSPITALITY</b>	<i>Technical Diploma in Culinary Arts</i> <i>Higher Nitec in Hospitality Operations</i>

## CLASSIFICATION OF COURSES 2016 (POLYTECHNIC)<sup>1</sup>

1.	<b>APPLIED ARTS</b>	<p>           Animation            Animation &amp; 3D Arts            Apparel Design &amp; Merchandising            Communication Design            Design for Interactivity            Design for User Experience            Digital Animation            Digital Film &amp; Television            Digital Game Art &amp; Design            Digital Media Design (Animation)            Digital Media Design (Games)            Digital Media Design (Interaction Design)            Digital Visual Effects            Experience &amp; Product Design            Film, Sound &amp; Video            Game Design            Games Design &amp; Development            Industrial Design            Interaction Design            Interactive Media Design            Interior Architecture &amp; Design            Interior Design            Media Production &amp; Design            Motion Graphics &amp; Broadcast Design            Moving Images            Music &amp; Audio Technology            New Media            Product and Industrial Design            Retail &amp; Hospitality Design            Sonic Arts            Space &amp; Interior Design            Spatial Design            Visual Communication            Visual Communication &amp; Media Design            Visual Effects            Visual Effects &amp; Motion Graphics         </p>
2.	<b>ARCHITECTURE, BUILDING &amp; REAL ESTATE</b>	<p>           Architecture            Environment Design            Hotel &amp; Leisure Facilities Management            Integrated Facility Management            Landscape Architecture            Landscape Design &amp; Horticulture            Real Estate Business            Sustainable Urban Design &amp; Engineering         </p>

<sup>1</sup> Courses with the same name could be classified under more than one category depending on the specific programme offered by the polytechnic.

3.	<b>BUSINESS &amp; ADMINISTRATION</b>	Accountancy Accountancy & Finance Accounting & Finance Arts Business Management Arts & Theatre Management Banking & Finance Banking & Financial Services Business Business Administration Business Innovation & Design Business Management Business and Social Enterprise Business Studies Business/Logistics & Operations Management/Marketing Customer Experience Management with Business Customer Relationship & Service Management Consumer Behaviour & Research Financial Informatics Fund Management & Administration Hospitality & Tourism Management Hotel & Hospitality Management Human Resource Management with Psychology International Business International Logistics & Supply Chain Management Integrated Events & Project Management Integrated Events Management Leisure & Events Management Leisure & Resort Management Logistics & Operations Management Marketing Retail Management Social Enterprise Management Supply Chain Management Technology & Arts Management Tourism & Resort Management
4.	<b>EDUCATION</b>	Child Psychology & Early Education Early Childhood Education Early Childhood Studies
5.	<b>ENGINEERING SCIENCES</b>	Aeronautical Engineering Aeronautical & Aerospace Technology Aerospace Avionics Aerospace Electronics Aerospace Engineering Aerospace Systems & Management Aerospace Technology Aerospace/Electrical/Electronics Programme Aerospace/Mechatronics Programme Audio-visual Technology Automation & Mechatronic Systems Bioengineering Biologics & Process Technology

		Biomedical Electronics Biomedical Engineering Biomedical Informatics & Engineering Business Process & Systems Engineering Chemical Engineering Chemical & Biomolecular Engineering Chemical & Green Technology Chemical & Pharmaceutical Technology Civil Engineering with Business Clean Energy Clean Energy Management Common Engineering Programme Computer Engineering Digital and Precision Engineering Digital Entertainment Electronics Electrical Engineering Electrical Engineering with Eco-Design Electrical & Electronic Engineering Electrical & Electronic Engineering Programme Electronics Electronic & Computer Engineering Electronics, Computer & Communications Engineering Energy Systems & Management Engineering with Business Engineering with Business Management Programme Engineering Design with Business Engineering Science Engineering Systems Engineering Systems & Management Environmental & Water Technology Environmental Management & Water Technology Green Building & Sustainability Green Building Energy Management Industrial & Operations Management Info-communication Engineering & Design Manufacturing Engineering Marine Engineering Marine & Offshore Technology Mechanical Engineering Mechatronics Mechatronics Engineering Mechatronics/Aerospace Engineering Mechatronics & Robotics Media & Communication Technology Micro & Nanotechnology Microelectronics Nanotechnology & Materials Science Product Design & Innovation Renewable Energy Engineering
6.	<b>HEALTH SCIENCES</b>	Biomedical Science Dental Hygiene & Therapy Diagnostic Radiography Health Management & Promotion Health Services Management

		Healthcare Administration Health Sciences (Nursing) Nursing Nutrition, Health & Wellness Occupational Therapy Optometry Pharmaceutical Sciences Pharmacy Science Physiotherapy Radiation Therapy Sports & Exercise Sciences
7.	<b>HUMANITIES &amp; SOCIAL SCIENCES</b>	Applied Drama & Psychology Chinese Studies Gerontological Management Studies Psychology Studies Social Sciences (Social Work)
8.	<b>INFORMATION TECHNOLOGY</b>	Big Data Management & Governance Business Applications Business Enterprise IT Business Informatics Business Information Systems Business Information Technology Business Intelligence & Analytics Cyber & Digital Security Cyber Security & Forensics Digital Entertainment Technology (Games) Digital Forensics Engineering Informatics Financial Business Informatics Financial Informatics Game & Entertainment Technology Game Design & Development Game Development & Technology Infocomm & Network Engineering Infocomm Security Management Information Security Information Security & Forensics Information Technology IT Service Management Interactive & Digital Media 3D Interactive Media Technology Mobile & Network Services Mobile Software Development Multimedia & Animation Multimedia & InfoComm Technology Network Systems & Security Telematics & Media Technology
9.	<b>LAW</b>	Law & Management

10.	<b>MASS COMMUNICATION</b>	Advertising & Public Relations Chinese Media & Communication Communication & Information Design Communications & Media Management Creative Writing for TV & New Media Mass Communication Mass Media Management Media & Communication
11.	<b>SCIENCE &amp; RELATED TECHNOLOGIES</b>	Applied Chemistry Applied Chemistry with Materials Science Applied Chemistry with Pharmaceutical Science Applied Food Science & Nutrition Baking & Culinary Science Biotechnology Chemical Engineering Consumer Science & Technology Environmental Science Food Science & Nutrition Food Science & Technology Marine Science & Aquaculture Materials Science Medicinal Chemistry Molecular Biotechnology Perfumery & Cosmetic Science Veterinary Bioscience Veterinary Technology
12.	<b>SERVICES</b>	Aviation Management Aviation Management & Services Civil Aviation Culinary & Catering Management Food & Beverage Business Maritime Business Nautical Studies Outdoor & Adventure Learning Restaurant and Culinary Operations Sport & Wellness Management Sports & Leisure Management Sports Coaching Tourism & Resort Management Wellness, Lifestyle and Spa Management

## CLASSIFICATION OF DIPLOMA COURSES 2016 (LASALLE & NAFA)

1.	<b>BUSINESS &amp; ADMINISTRATION</b>	Arts Management
2.	<b>DESIGN &amp; APPLIED ARTS</b>	Advertising Animation 3D Design Design Communication Design (Furniture and Spatial) Design (Interior and Exhibition) Design (Landscape and Architecture) Design (Object and Jewellery) Design & Media Fashion Fashion Design Fashion Merchandising & Marketing Graphic Communication Illustration Design with Animation Interior Design Product Design
3.	<b>FINE &amp; PERFORMING ARTS</b>	Art Teaching Audio Production Dance Fine Arts Music Music Teaching Performance Technical & Production Management Theatre (English Drama) Theatre (Mandarin Drama)
4.	<b>MEDIA PRODUCTION</b>	Broadcast Media Screen Media



## CLASSIFICATION OF DEGREE COURSES 2016 (LASALLE & NAFA)

1.	<b>DESIGN &amp; APPLIED ARTS</b>	Animation Art Design Communication Fashion Design & Textiles Fashion Media & Industries Interior Design Product Design
2.	<b>FINE &amp; APPLIED ARTS</b>	Arts Management
3.	<b>FINE &amp; PERFORMING ARTS</b>	Acting Dance Fine Arts Music Musical Theatre
4.	<b>MEDIA PRODUCTION</b>	Film

## CLASSIFICATION OF COURSES 2016 (UNIVERSITY)

1.	<b>ACCOUNTANCY</b>	Accountancy Accountancy & Business Business Administration (Accountancy)
2.	<b>ARCHITECTURE, BUILDING &amp; REAL ESTATE</b>	Architecture Architecture & Sustainable Design (SUTD) Project & Facilities Management Real Estate
3.	<b>BUSINESS &amp; ADMINISTRATION</b>	Business Business Administration Business & Computer Engineering Business & Computing Business Management Finance Hospitality Business Human Resource Management Marketing Supply Chain Management
4.	<b>DENTISTRY</b>	Dentistry
5.	<b>EDUCATION</b>	Arts (Education) Science (Education) Early Childhood Education
6.	<b>ENGINEERING SCIENCES</b>	Aeronautical Engineering Aerospace Engineering Aerospace Systems Engineering Product Development Engineering Systems and Design Information Systems Technology and Design Bioengineering Chemical & Biomolecular Engineering Chemical Engineering Civil Engineering Common Engineering Computer Engineering Electrical & Electronic Engineering Electrical Engineering Electrical Engineering & Information Technology Electrical Power Engineering Engineering Engineering & Economics Engineering Science Programme Environmental Engineering Industrial & Systems Engineering Marine Engineering

		Materials Engineering Materials Science & Engineering Mechanical Design Engineering Mechanical Design & Manufacturing Engineering Mechanical Engineering Mechatronics Naval Architecture Offshore Engineering Pharmaceutical Engineering Renaissance Engineering Sustainable Infrastructure Engineering (Building Services) Sustainable Infrastructure Engineering (Land) Systems Engineering (ElectroMechanical Systems) SUTD-SMU DDP in Technology and Management Telematics (Intelligent Transportation Systems Engineering)
7.	<b>FINE &amp; APPLIED ARTS</b>	Art, Design and Media Communication Design Digital Art and Animation (BFA) Game Design Industrial Design Interior Design Music
8.	<b>HEALTH SCIENCES</b>	Biomedical Sciences Diagnostic Radiography Nursing Occupational Therapy Pharmacy Physiotherapy Radiation Therapy
9.	<b>HUMANITIES &amp; SOCIAL SCIENCES</b>	Arts & Social Science Chinese Criminology & Security Economics Economics and Psychology Economics and Public Policy & Global Affairs English History Liberal Arts (Yale-NUS College) Linguistics & Multilingual Studies Philosophy Psychology Psychology and Linguistics & Multilingual Studies Psychology and Media Analytics Public Policy & Global Affairs Social Sciences Social Work Sociology

10.	<b>INFORMATION TECHNOLOGY</b>	Business Analytics Computer Science Computer Science and Game Design Computer Science in Real-Time Interactive Simulation Computing Computing Science Information and Communications Technology (Information Security) Information and Communications Technology (Software Engineering) Information Engineering & Media Information Systems Management
11.	<b>LAW</b>	Graduate LL.B. Programme Law
12.	<b>MASS COMMUNICATION</b>	Communication Studies
13.	<b>MEDICINE</b>	Medicine Bachelor of Medicine & Bachelor of Surgery
14.	<b>NATURAL, PHYSICAL &amp; MATHEMATICAL SCIENCES</b>	Applied Science Biological Sciences Chemistry & Biological Chemistry Environmental Earth Systems Science Environmental Studies (Bio) Environmental Studies (Geog) Food & Human Nutrition Food Technology [Sit - Massey Joint Degree] Mathematics & Economics Mathematical Sciences Physics & Applied Physics Science
15.	<b>SERVICES</b>	Culinary Arts Management Maritime Studies Sport Science & Management



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